

**Position: - Early Years Educator**

<b>Job Title:</b>	<b>Early Years Educator</b>
<b>Hours:</b>	Full and part time term, time and non- term time positions, including training days/meetings in the academic year
<b>Contract Type:</b>	Permanent
<b>Salary:</b>	Up to £25,000 - depending on experience and qualifications
<b>Responsible to:</b>	Nursery Manager/Primary School Nursery Manager/Deputy Headteacher/ Headteacher/Director

**Job Description:**

We are looking to appoint an Early Years Educator who will play a key role in ensuring that young children learn and develop well and are kept healthy and safe. You will be required to work in a range of settings including full day care, children's centres, pre schools, reception classes and as childminders. You may either be working on your own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.

**General Main Duties and Responsibilities:**

**An Early Years Educator:**

- Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child
- Supports children to develop numeracy and language skills through games and play
- Has key person responsibility to help ensure each child feels safe and secure
- Observes each child and shapes their learning experience to reflect their observations
- Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child
- With additional experience, an Early Years Educator can become the manager of an early years setting
- Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

**As an Early Years Educator you should know and understand:**

- The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.
- The significance of attachment and how to promote it effectively.
- A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
- How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care
- The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- The importance to children's holistic development of: - speech, language and communication - personal, social and emotional development - physical development
- Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
- The potential effects of, and how to prepare and support children through, transitions and

significant events in their lives.

- The current early education curriculum requirements such as the Early Years Foundation Stage.
- When a child is in need of additional support such as where a child's progress is less than expected. how to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/ or carers.
- How to respond to accidents, injuries and emergency situations.
- Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.
- How to prevent and control infection through ways such as hand washing, food hygiene practices and dealing with spillages safely.
- Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures
- Promote equality of opportunity and anti-discriminatory practice.
- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
- Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.
- Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
- Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
- Support and promote children's speech, language and communication development.
- Support children's group learning and socialisation.
- Model and promote positive behaviours expected of children such as turn taking and keep reactions and emotions proportionate.
- Support children to manage their own behaviour in relation to others.
- Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
- Carry out and record observational assessment accurately.
- Identify the needs, interests and stages of development of individual children.
- Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.
- Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.
- Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.
- Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).
- Plan and carry out physical care routines suitable to the age, stage and needs of the child.
- Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.
- Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.
- Carry out risk assessment and risk management in line with policies and procedures.
- Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.
- Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.

- Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
- Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.
- Encourage parents and/or carers to take an active role in the child's play, learning and development.

**Early Years Educator Personal Specification:**

	<b>Essential:</b>	<b>Desirable:</b>
<b>Qualification:</b>	<ul style="list-style-type: none"> <li>• GCSE Maths</li> <li>• GCSE English</li> <li>• NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)</li> <li>•</li> </ul>	
<b>Skills, Knowledge, Aptitude &amp; Experience:</b>	<p><b>Patience</b> Children go through different stages of learning. As an educator, you will encounter situations where your patience will be tested, whether you're engaging in a messy place, explaining things multiple times or dealing with tantrums and outbursts. Being patient with children is critical for their educational and emotional development. Projecting confidence and authority with a gentle spirit is a crucial combination for a successful educator.</p> <p><b>Communication</b> Young children aren't always good at expressing themselves or effectively communicating—that's why ECE teachers need to be excellent communicators. Educators will need to communicate with parents, supervisors and, of course, young kids. They will need to use the appropriate approach depending on the person they are speaking with and serve as an example of a strong communicator for children. Children learn mainly through examples and stories that are relatable. Early childhood educators must teach and explain new concepts with situations that students can relate to – in ways and with words that young minds can grasp and understand. It's almost like learning a new language.</p> <p><b>Creativity</b> ECE professionals use creativity daily to allow children to discover the world through play and many interactive styles. A skillful educator will have a diverse repertoire of educational and sensory activities to engage their students. Imagine making up a silly game on the spot to</p>	

	<p>keep kids busy when there's an unexpected delay in the schedule or finding fun ways to encourage a child to clean up their blocks when they're done playing. Having the creativity to design fun and educational lesson plans will allow students to blossom and develop a love for learning.</p> <p><b>Organization</b> Kids love to play and have fun, but ECE classrooms need routine and structure for a safe learning environment. Good classroom management and planning help children understand expectations throughout the day. The educator is responsible for executing a curriculum that meets state and national standards. Being organized and having strong presentation skills can also improve team meetings with your fellow teachers and parents.</p> <p><b>Enthusiasm</b> You must be enthusiastic to encourage children to complete their activities. It will be a great source of motivation for them. Your positive attitude and enthusiasm can be contagious and will help children enjoy their activities and time with you!</p>	
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<p><b>Physical:</b></p>	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995</li> <li>• Ability to undertake manual work and to perform tasks</li> </ul>	
<p><b>Personal Qualities:</b></p>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure</li> <li>• Well-organised</li> <li>• Work in a team</li> <li>• A desire to make a difference to the lives of the children you teach</li> <li>• A willingness to learn and develop new skills</li> <li>• Reflective practitioner</li> <li>• Professional at all times</li> <li>• Excellent written and oral communication skills</li> <li>• Enthusiastic and positive, approachable, accessible and flexible</li> <li>• Ability to plan time and organise work effectively</li> <li>• Ability to work with as part of a team towards a common purpose</li> </ul>	

	<ul style="list-style-type: none"><li>• An excellent attendance and punctuality record</li><li>• The importance of undertaking continued professional development to improve own skills and early years practice.</li><li>• The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</li></ul>	
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**The setting is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. A full-enhanced Disclosure & Barring Service (DBS) and a pre employment health check will be obtained prior employment including satisfactory references checks.**

**You may contact us at:**

**Placing People Direct**

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