Grading
Job Description and Employee Specification

Job title: Early Years Educator	**Service area: Children and Community Resilience**
Post number: PECL	**Division: Children's Social Work**
Grade: 4	**Section/team: Daisy Chains and Poppy Fields**

Overall purpose of job:

To undertake duties associated with the day-to-day operation of the Family Hub Full Day Care in accordance to the Children's Act, Health and Safety legislation and within the guidelines of Ofsted. To encourage and support all aspects of the children's development, in line with the Early Years Foundation Stage (EYFS). Ensure the setting delivers high quality services, embracing quality assurance, by implementing the standards and continuously improving the setting.

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

Main responsibilities:

- Undertakes a proactive Key Person role and builds positive relationships with parents/carers and professionals to support the individual needs of every child.
- Implements all policies and procedures within the setting.
- Maintains a safe, secure friendly and clean environment.
- Contributes to the planning of and delivers programmes of activity for the children.
- Prepares meals/snacks for the children and ensures meal/snack times are pleasant social sharing and meet the individual dietary and healthy eating requirements.
- Builds a portfolio of observational assessments and identifies children's progression in accordance with the requirements of the EYFS.
- Access regular training updates and attends monthly staff meeting to ensure sharing of information.
- Contributes and attends information sharing events for parents/carers.

Grading
Job Description and Employee Specification

Knowledge, skills and experience:

- Level 3 qualification in Early Years is a statutory requirement for this post.
- Knowledge of the role of proactive key worker building positive relationships with parents/carers and other professionals to support the individual needs of every child
- Knowledge of legislation in respect of safeguarding and council procedures.
- Understanding of policies and procedures relating to the provision of day care and maintain a safe, friendly and clean environment.
- Experience of contributing to the planning and implementation of appropriate programmes of activity for the children in collaboration with other staff.
- Ability to produce written records of children's development gained primarily through observation and assessment.
- Have the skills and knowledge to build a portfolio of observational assessments and identify children's progression in accordance with the requirements of the EYFS.
- Experience of keeping accurate written records on key children and sharing all information with parents/carers.

Creativity and innovation:

Policies and procedures are in place and must be adhered to along with other legislation and Ofsted welfare requirements. Routine problems would be within the provision of care for children such as dealing with illness or safeguarding both of which have procedures in place to be followed. Any significant issues would be dealt with by the team manager or deputy.

Contacts and relationships:

- children who attend the setting on a daily basis
- parents/carers on a daily basis when children arrive and leave recognising the need
  to communicate appropriately and effectively and build positive relationships

- work with professionals to support the individual needs of every child including
  contributing to the planning an delivery of activities for the children

Decision making:

Makes appropriate decisions affecting the quality of care and service provision in the full day care setting within the Children's Centre, following the guidelines of the Centre and associated procedures. Significant decisions are referred to the management staff.

Responsibility for resources:

Financial resources:

Responsible for small amounts of cash in respect of fees taken from parents to be recorded and placed in a locked cabinet for the Nursery Manager to further deal with.

Physical resources:

- Laptop

Buildings

- None

WORK ENVIRONMENT

Work demands:

- Staff do, on occasion, must prioritise specific areas of work due to the strict ratio's required to work with children that may mean planned paperwork is put to one side.

Physical demands:

- Daily routines require physical effort such as lifting children, cleaning, cooking and moving equipment throughout the day.

Working conditions:

- Working with children naturally can create a noisy environment

- Due to the requirement to provide continuous outdoor provision, Early Years Educators will occasionally need to go outside in snow/rain for short periods.

Work context:

- There are always 2 members of staff minimum in the setting at any time. Work can involve challenging behaviour from children and contentious issues being raised by parents/carers. Early Years Educators are in contact with parents daily but any contentious issues would be dealt with by the management team.

Grading
Job Description and Employee Specification

Position in organisation:

Indicate how many staff the post is directly accountable for: 0

Are posts in more than one location? Yes

Is the supervision/management shared with another post in the structure?
Yes ☐ ☐

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

Nurseries Manager

Deputy Manager

Early Years Educator

Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

Grading
Job Description and Employee Specification

ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	**Application form (follow up at interview)**
• Working within a childcare setting • Working with the EYFS framework • Experience of being a key person in a setting • Experience of completing observation, planning and next steps	
Knowledge, Skills and Experience	**Interview**
• Working with vulnerable children and families • Comprehensive understanding of the Early Years Foundation Stage • Knowledge of Safeguarding Children • Knowledge of quality assurance framework • Good organisational skills • Good communication skills both written and verbal • Ability to prioritise workload • Ability to work as part of a team and support colleagues • Commitment to improving outcomes for Children & Families • Approachable and able to engage positively with children and their families • Ability and enthusiasm to contribute to planning, review and continuous improvement • Commitment to customer care • Commitment to delivering best quality of care for each child	
Education, Training and Qualifications	**Original documents**
• Level 3 qualification in Child Care (If gained from 2014 it is essential that you hold English GCSE grade C and above/grade 4-9, or equivalent) • Commitment to continuous professional development	
Working Arrangements	**Interview**
• Working across more than one site	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	**Application form (follow up at interview)**
• Experience of contributing to an Ofsted inspection	

• Experience of completing 2-year progress checks • Experience of contributing to multi agency meetings	
Knowledge, Skills and Experience	**Interview**
• Knowledge family support services	
Education, Training and Qualifications	**Original documents**
• Speech and language/communication training	
Working Arrangements	**Interview**
•	

THE POST IS SUBJECT TO:	
Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974	
Yes ✓	**No** ☐
Political restriction	
Yes ☐	**No** ☐
The ability to speak fluent English under the Immigration Act 2016	
Yes ✓	**No** ☐

• Version Control	
Author	HR Policy Team
Status	V0.1
Date approved	19 September 2012
Last updated	21 December 2021