**<SCHOOL /ACADEMY NAME>**

**Insert name of establishment**

**Early Years Educator – Level 2**

**Generic Role Profile and Person Specification**

**November 2007 (updated August 2019)**

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| **Job Description** | |
| **Job Title:** | **Early Years Educator Level 2** |
| **School /Academy:** | **<please insert here>** |
| **Grade Range:** | **Grade 7 – Scp 23 - 25** |
| **Hours per week:** | **<please insert here>** |
| **Work Pattern:** | **<Term Time Only> <All Year Round> *Delete as appropriate*** |
| **Location:** | **<please insert here>** |
| **Reports to:** | **<please insert here>** |
| **Responsible for:** | **<please insert here>** |
| **Role Purpose and Role Dimensions:** | To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Planning, preparing and delivering learning activities for individuals, groups or whole class, monitoring and assessing pupils and recording and reporting their progress.Additionally,taking *individual* responsibility for keyworker role development or whole-school policy development in a specific area. |
| **Commitment to Diversity:** | As a member of the school team to take individual and collective professional responsibility for championing the School/Academy's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity. |
| **Key External Contacts:** | * Children’s parents/carers/families, other professionals eg Speech Therapists, Physiotherapists, Dieticians |
| **Key Internal Contacts:** | * Head, Deputy Head, Teachers, Staff team, children |
| **Financial Dimensions:** |  |
| **Key Areas for Decision Making:** | * Planning, observation & assessment. Evaluating and adjusting activities. Ensuring effective partnership with families. Children’s behaviour & welfare. * Tailoring developmental plans to suit child or school needs, evaluation of effectiveness and modification of same without immediate recourse to higher authority. |
| **Other Considerations:** | * When to escalate concerns |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Working in partnership with the class teacher and colleagues, in order to support, challenge and extend the children’s learning.** | **This will involve:**   * Participating in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Education, Health and Care Plans (EHCP’s). * Preparation of the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children’s work. * Taking responsibility for a small group of children for varying types of activity, under the direction of the teacher. * Supporting children who are identified as having Special Educational Needs (SEN) or English as an Additional Language (EAL), by organising the implementation of EHCP’s set by other professionals. * Accompanying children on outside activities (eg. swimming, educational visits, etc.) * Encouraging the children’s development, independence, self-reliance, initiative and problem-solving skills. * Observing children’s activities and contributing to their written records * Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential. * Maintaining respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children’s needs. * Being supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement. |
| **Safeguarding the health, safety and welfare of the children**. | **This will involve:**   * Maintaining high standards of hygiene. * Attending to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected * Assisting with support for children who are identified as having special requirements (including those with complex needs), by assisting with performance of clinical procedures which may be undertaken by non-health qualified staff eg. administering prescribed medicines, catheter care, tracheostomy care etc. |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **To be a Keyworker of a group of children** | **This will involve:**   * Overseeing the introduction and settling in process for children and families into the school/centre, including initial home visit with parent, giving initial information on school/centre policies. * Taking responsibility in planning, tracking and evaluating. * Setting individual targets and monitoring progress. * Carrying out a full record keeping programme for each child according to school/centre policy. * Being the first contact for key parents. * Setting targets and reviewing I.E.P.S (in collaboration with the Special Educational Needs Co-ordinator - SENCO.) * Initiating and implementing I.E.P.S through regular liaison with Teaching Assistants (T.A.s) according to school policy. * Liaison with outside agencies e.g. Speech Therapists. * Registration of the children * Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.). * Supporting and including children with SEN and to attend case conferences and reviews on own or with teacher as appropriate. |
| **Taking a leading role in whole-school improvement in an aspect of an area of learning** | **Examples might involve:**   * Timetabling and planning group movement / dance sessions. * Planning and implementing provision for the movement and dance aspects of creative development. * Working as the ICT co-ordinator in planning staff training for ICT in accordance with school and national policy. To oversee curriculum development in all aspects of ICT. To liaise with Head Teacher in all aspects of policy and ICT planning * To work as the Healthy Schools co-ordinator, working towards achieving the Healthy Schools Award. To report back to Head Teacher on an ongoing basis to with reference to health and safety issues. * To liaise with EAL / EMAS staff as required. To ensure that all children with EAL make good progress. To develop a close partnership with families from minority ethnic groups |

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| **Key Accountabilities and Result Areas:** | **Key Elements:** |
| **Safeguarding the health, safety and welfare of the children**. | **This will involve:**   * Maintaining high standards of hygiene. * Attending to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected * Assisting with support for children who are identified as having special requirements (including those with complex needs), by assisting with performance of clinical procedures which may be undertaken by non-health qualified staff eg. administering prescribed medicines, catheter care, tracheostomy care etc. |
| **Safeguarding** | **This will involve:**  • Displays commitment to the protection and safeguarding of children and young people.  • Values and respects the views and needs of children and young people.  • Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children. |
| **Providing personal care to individual children in the areas of every day activity, as required.** | **This will involve:**  .   * Dressing and undressing children whenever necessary throughout the day, arrivals, departures, playtimes and Physical Education (P.E.) classes. * Preparing children for swimming and dressing them afterwards if required * Feeding children unable to feed themselves at lunchtime and supervising drinks at breaks, liaising with the other professionals (eg Speech Therapist), where necessary. * Moving and handling children, where necessary, following Health and Safety guidelines. * Assisting individual children with their mobility and independence training, including the use of their equipment, with advice and information passed on from other professionals eg. Occupational Therapist and Physiotherapist etc. * Toileting continent children, with assistance from colleagues where it has been assessed that more than one member of staff is required. (*This does not include children requiring specialist nursing skills eg catheters*). Occasionally, changing continent children who have soiled, with help from colleagues |
| **Acting as mentor or adviser** | **This will involve:**   * Taking responsibility for work experience students acting as mentorand adviser. Working with the class teacher and Head teacher in the supervision and assessment of students working for NVQ level 3 or childcare qualifications. * Inducting, training and mentoring less experienced staff. |
| **Extending own skills and knowledge** | **This will involve:**   * Attending in-service training, participating job reviews/appraisals in line with school and LEA procedures. * Knowledge and application of specialist techniques such as: Makaton signing, Picture Exchange, Restraint |
| **Green Statement** | **This will involve:**   * Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy’s Green Commitment. In particular, demonstrate good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision. |
| **Data Protection** | **This will involve:**   * Being aware of the School/Academy’s legal obligations under the Data Protection Act 2018 (the “2018 Act”) and the EU General Data Protection Regulation (“GDPR”) for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply. * Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements. * Treating all information acquired through employment, both formally and informally, in accordance with the **Workforce Data Protection Policy**. |
| **Confidentiality** | **This will involve:**   * Treating all information acquired through employment, both formally and informally, in confidence.   There are strict rules and protocols defining employee access to and use of the School/Academy’s databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement. |
| **Equalities and Diversity** | The School/Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams. |
| **Customer Care** | **This will involve:**   * The ability to demonstrate a commitment to the School/Academy’s Customer Care Policy |
| **Health and Safety** | Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management. |
| **To contribute as an effective and collaborative member of the School Team** | **This will involve:**   * Participating in training to be able to demonstrate competence. * Participating in first aid training as required. * Participating in the ongoing development, implementation and monitoring of the service plans. * Championing the professional integrity of the school * Supporting Customer Focus, Best Value and electronic management of processes. * Actively sharing feedback on school policies and interventions |

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| **P e r s o n S p e c i f i c a t i o n** | |
| **Job Title:** | **Early Years Educator Level 2 (Schools)** |
| **Essential knowledge:** | * CACHE/NNEB diploma or equivalent NVQ3 qualification. * A sound understanding of early childhood development and learning * Completion of an Induction Programme. * Training in the relevant learning strategies * First aid training/training as appropriate is desirable. * Understanding of relevant polices/codes of practice and awareness of relevant legislation. * Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies. * Knowledge of specialist techniques such as: Makaton signing, Picture Exchange, Restraint, |
| **Essential skills and abilities:** | * Good numeracy and literacy skills. * Effective use of ICT to support learning. * Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post\* * Displays commitment to the protection and safeguarding of children and young people. * Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children * Use of other equipment technology. * Ability to relate well to children and adults * Ability to self-evaluate learning needs and actively seek learning opportunities. * Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. * Ability / experience of undertaking individual assignments above routine EYE work |
| **Essential experience:** | * Working with or caring for children at Foundation Stage, including those who may have special needs. * Significant experience in this role, ideally in a variety of early years settings. |
| **Special conditions:** | * An above average level of emotional stress can be incurred due to exposure to pupils with traumatic, degenerative, terminal conditions * Due to close contact with pupils, high exposure to bodily fluids. * Will require Hepatitis B vaccination   The above conditions are more likely to be experienced when the EYE is employed in schools not regarded as “mainstream.”   * Enhanced DBS check |

\*Further advice on specific points in this role profile can be obtained from your HR provider.