

## Early Years Educator

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<b>Service</b>	<b>TEP Early Years and Childcare</b>
<b>Salary</b>	<b>TEP4</b>
<b>Reporting to</b>	<b>Deputy Manager / Lead Practitioner</b>

### **Purpose of Role:**

- Establish warm, respectful trusting supportive relationships with children across all age groups. Gain a solid knowledge and understanding of individual children's needs their family backgrounds and cultures.
- Provide inclusive play and learning opportunities for all children attending the setting with an emphasis on the characteristics of effective teaching and learning.

### **Safeguarding requirement:**

The Education People is committed to safeguarding and promoting the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedure to continuously promote a culture of safeguarding across the whole organisation.

## **Annex A: Main duties and responsibilities:**

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- 1.** Provide quality care, teaching and learning, to support the implementation of the Early Years Foundation Stage to the highest possible standards.
- 2.** Support children's learning and development needs by providing stimulating and age-appropriate play, learning and development opportunities in the setting and outdoors.
- 3.** Develop effective working relationships with all parents, families and practitioners within the setting and contribute to a culture of self-evaluation.
- 4.** Contribute to children's observations of learning, planning and assessment and maintain children's' learning records.
- 5.** Be fully aware of the relevant nursery's policies and procedures and ensure they are reflected in practice.
- 6.** Support children's health and well-being to foster a culture of risk taking in a safe and secure environment.
- 7.** Contribute and engage in the wider development of the nursery and take ownership of the integral part that they play.
- 8.** Take personal responsibility for continuous professional development.

## Annex B: Person Specification

	MINIMUM
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• A minimum of level iii relevant Early Years qualification</li> <li>• Previously attended relevant first aid and safeguarding training and show willing to update these when require</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Proven significant experience of a childcare/early education setting.</li> <li>• Significant experience in working with families to enhance their involvement in children’s learning.</li> <li>• Significant experience in a specific aspect of early years e.g., 0-3; boys; outdoors etc.</li> <li>• Knowledge and understanding of the role of audit tools to develop practice in raising standards in early years.</li> <li>• Successful implementation of EYFS 0-5 curriculum</li> <li>• Have a demonstrable commitment to high qualify inclusive education and the ability to translate this into setting development.</li> <li>• Ability to demonstrate successful experience of working with multi-agency professionals</li> </ul>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills (both written and oral) including report writing skills, and the ability to communicate key messages to effect.</li> <li>• Be highly motivating, approachable and flexible.</li> <li>• Commitment to professional development</li> <li>• Ability to work on own initiative and as part of a team.</li> <li>• Effective organisational skills</li> </ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge of EYFS 0-5 curriculum</li> <li>• Knowledge of national and local issues in relation to early years and childcare and commitment to best practice in all aspects of child development, including play and learning.</li> <li>• An understanding and commitment to promoting and supporting equality and anti-discriminatory practice.</li> <li>• Knowledge of Equalities Legislation</li> <li>• Be able to demonstrate significant knowledge and understanding of safeguarding</li> </ul>
<b>BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>• Can do approach.</li> <li>• Customer orientation</li> <li>• Teamwork and co-operation</li> </ul>

## Annex C: Company Values and Expectations

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At The Education People we are guided by our shared values:

- **Moral Purpose:** We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances.
- **People First:** We are committed to always putting people first: our staff, clients and partners, and above all, the people we serve.
- **Stronger Together:** We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we embrace challenge and work together – with each other, our clients and partners.
- **Excellence:** We strive to excel in the delivery of high-quality services that produce lasting outcomes: balancing pace, precision, practicality and cost.
- **Spirit of Innovation:** We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery.
- **Integrity:** We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values.