

**JOB TITLE**                      **Early Years Educator**

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

**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

**Please note:** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

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

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> <i>(if essential)</i>	<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> </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>

BEHAVIOURS	<ul style="list-style-type: none"><li>• Can do approach</li><li>• Customer orientation</li><li>• Team work and co-operation</li></ul>
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## 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.