

Qualified Early Years Educator

Job Description

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| SALARY RANGE: | Scale 3 |
| ACTUAL SALARY: | £26,947 - £28,212 per annum |
| CONTRACT: | Permanent, 35 hours per week, Term Time Only |
| REQUIRED FOR | September 2026 |
| RESPONSIBLE TO | Head of Children's Centre |



PURPOSE OF THE POST

Under the overall direction and management of the Head of Children's Centre and Early Years Teacher, implement high quality early years practice and provision to support all children to reach their full potential, particularly in the prime areas of learning and development across all centre services.

MAIN DUTIES AND RESPONSIBILITIES

1. To take joint responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with.
2. To undertake child protection training at a level commensurate with role.
3. Through hands-on practice under the direction of the lead practitioner and senior workers, contribute to the development and maintenance of developmentally appropriate, child centred, play-based provision for young children which provides the nurturing environment needed to promote children's emotional stability, independence, autonomy and creativity.
4. Contribute and assist in fostering positive relationships and close working links with the range of professionals in the children's centre in order to promote access to wider integrated services for all families and children and support a multi-disciplinary team around the child and family approach. This may include completing and using common assessment frameworks (CAF) and participating in Team around the Child (TAC) meetings where appropriate, with the support of senior practitioners.
5. Develop and maintain a partnership with parents that values their contributions and involves them in their child's education, including support for the home learning environment and for ensuring smooth transitions and continuity for the child and parents into, within and out of the setting.
6. Act as a key person for a small group of children providing each child with continuity of care throughout the child's time at the setting, in partnership with their parent/carers:
 - Develop a loving and secure relationship with each key child.
 - Help each key child to become familiar with and confident in the setting.
 - Look after each key child's care and welfare needs e.g. dressing, toilet training, eating, sleeping, being comforted.
 - Build trusted relationships with each key child's parents, ensuring there are regular opportunities to share information on the child's development at home and in the setting.
 - Support each key child's individual learning journey through on-going observation, assessment and planning in partnership with parents/carers and other colleagues

- Complete reviews of the key child in partnership with multi-agency colleagues and parents/carers as appropriate (e.g. at aged two; leaver's record).
7. Develop and maintain appropriate positive behaviour strategies with children.
 8. Attend and participate in relevant CPD, share the knowledge and ideas gained with colleagues in the setting.
 9. Uphold the principles of good practice in inclusion and equal opportunities in all aspects of the role, supporting early identification and intervention strategies at all times.
 10. Contribute to the development of relevant policies and procedures.
 11. Draw on the expertise of colleagues within the setting, and outside agencies to meet the needs of individual children
 12. Keep up to date with best early years practice, local and national policy
 13. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of Centre/Deputy and lead practitioner including working flexibly (e.g. weekends and evenings).
 14. To undertake other duties commensurate to the grade of the post. Work as part of the staff team under the direction of the senior leadership team/class teachers to support teaching provision and pupils' learning.
 15. All Year-Round staff- Two weeks of the annual leave entitlement to be taken during the Centre closure period in summer (specific dates to be confirmed depending on Centre).

PERSONAL RESPONSIBILITIES

1. Be aware of key school plans, policies and procedures, especially the setting's Priorities, Health and Safety Procedures and Child Protection Procedures.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Take part in training as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.
4. Respect the confidentiality of pupil information and respond sensitively to pupils' needs
5. Behave in a professional and approachable manner.

PLEASE NOTE

This job description is a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It does not form part of the terms and conditions of employment.

All staff at Ambler Primary School and Children's Centre are required to be flexible in their approach to work, with a positive attitude and will be expected to support and cover for colleagues as needed, including undertaking duties commensurate with the scale of the post and duties normally allocated to posts at a lower scale.

PERSONAL AND PROFESSIONAL CONDUCT

1. To adhere to the Code of Conduct and demonstrate integrity and objectivity at all times.
2. To be professional in dress and manner at all times
3. To promote the wellbeing and safeguarding of children.
4. To maintain appropriate relationships and personal boundaries with children and young people.
5. To carry out the responsibilities of the post with due regard to the Equalities Act.
6. To carry out the duties and responsibilities of the post in accordance H&S procedures and relevant H&S Guidance and Legislation.
7. To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
8. To be aware of data protection responsibilities under GDPR. To use tact and discretion when handling, sharing or disposing of any information which could be confidential.
9. To undertake training and professional development as appropriate.
10. To constructively take part in meetings/briefings, appraisals, supervision, conferences and other events designed to improve communication and assist with the effective development of the post and the post holder.
11. To undertake other duties appropriate to the post that may reasonably be required.

Person Specification

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

You should demonstrate on your application form how you meet each of the following essential criteria. Please ensure that your address each one of the criteria as this will be used to assess your suitability for the post.

| EDUCATION and EXPERIENCE | | |
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| E1 | Minimum Level 3 qualification in childcare/early years practice with suitable practice placements (e.g. NNEB Certificate, NVQ Level 3 - Childcare/Early Years Care, BTEC Nationals in Childhood Studies or equivalent) | A |
| E2 | For Scale 4 - Level 3 qualification with substantial experience in an early years setting, including experience as a key person. | A/I |
| E3 | Educated to English (GCSE A-C) or equivalent or able to pass the Council's literacy tests | A/T |
| KNOWLEDGE, SKILLS and ABILITY | | |
| E4 | Demonstrate the ability to safeguard and promote the welfare of children, and provide a safe learning environment and recognise when a child is in danger or at risk of abuse. | A/I/T |
| E5 | Knowledge and understanding of the early years framework and the importance of play in young children's development and learning | A/I |
| E6 | Demonstrate the ability to create a stimulating learning environment | A/I |
| E7 | Demonstrate the ability to promote all aspects of children's learning and development, prime and specific areas of learning, through a range of effective strategies | A/I/T |
| E8 | Knowledge and an understanding of the importance of the child's well-being and ability to meet the physical and emotional needs of young children, including those with additional social, emotional or special education needs. | A/I |
| E9 | Knowledge of how to share information appropriately | A/I |
| E10 | Knowledge of how a range of factors can inhibit children's learning and development and how these can be overcome | A/I |
| E11 | Demonstrate the ability to effectively contribute to and work with the observation, assessment, tracking and planning systems in place. | A/I |
| E12 | Knowledge of how to keep children safe and the requirements of safety in the workplace | A/I |

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| E13 | Demonstrate the ability to relate easily and communicate effectively with children aged birth to 5, listening and responding sensitively. | A/I |
| E14 | Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their child's learning and development at home | A/I |
| E15 | Demonstrate the ability to communicate effectively with staff and to work as part of a team | A/I |
| E16 | Knowledge of and ability to contribute to multi-agency working | A/I |
| E17 | Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community. | A/I |
| E18 | Good level of written and verbal communication and interpersonal skills. | A/I/T |
| E19 | To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software. | A/I |
| COMMITMENT TO EQUAL OPPORTUNITIES | | |
| E20 | Demonstrate the ability to adhere to the Council's Dignity for All policy. | A/I |
| SPECIAL REQUIREMENTS OF THE POST | | |
| E21 | This post will require satisfactory clearance from an Enhanced Disclosure and Barring Service (DBS) check. | ✓ |
| E = Essential | | |
| *Assessed by: A= Application I= Interview T= Test | | |