



EASTLANDS PRIMARY SCHOOL
Early Years Educator (TA2 POST)
JOB DESCRIPTION

Salary Band F SCP 07 to 10

35 Hours Per Week

Annual Salary 39 weeks per annum £27,274 to 29,071

Salary will be pro-rated to agreed working hours

MAIN PURPOSE:

Post Title: Early Years Level 2

Age Range: Birth to 5 years (and supporting development up to age 7)

Purpose: Deliver high-quality early education, statutory welfare, and physical-emotional care in alignment with the Early Years Foundation Stage (EYFS) statutory framework

The EYFS Educator will:

The role of an Early Years Educator is to motivate children and use creative resources to contribute to their development. Early years practitioners provide a safe environment for children to learn. Your role is in helping children to develop basic social and behavioural skills and engaging them in age-appropriate play activities. The development of social skills as well as communication skills.

Main Duties and Key Responsibilities:

- **Learning, Pedagogy & Play:** Implement an inclusive, stimulating play-based curriculum covering all areas of the EYFS framework, supporting children's literacy, numeracy, and holistic development.
- **Key Person Role:** Build secure attachments and warm, supportive relationships with a designated group of children, acting as the primary point of contact for families.
- **Observation & Assessment:** Conduct regular observational assessments to track individual progress, identify developmental delays or emerging needs, and plan next steps.
- **Special Educational Needs and Disabilities (SEND):** Provide targeted support and collaborate with SENCO, parents (if required), and multi-agency professionals to ensure inclusive access for children with additional needs.
- **Safeguarding & Welfare:** Maintain rigorous safeguarding procedures, protect children's welfare, and ensure site compliance—including updated DfE statutory rules including attending training and following the school's Safeguarding and Child protection Policy and The Staff Code of Conduct.
- **Health, Safety & Compliance:** Uphold stringent health, safety, infection control, and staff-to-child ratio requirements across daily operations.
- **Partnership with Parents:** Foster positive, communicative relationships with parents and carers to encourage continuity of learning between the setting and the home.
- **Reflective Practice & CPD:** Engage proactively in continuous professional development (CPD) and implement updated DfE/Ofsted pedagogical guidance.

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
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- Assist with the development and implementation of EHCP/IEPs/behaviour plans.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Be responsible for groups of children; observe and assess pupil performance, contribute to record keeping, report progress to parents.
- Foster the development of language and literacy through talking, telling stories and building up a collection of songs and rhymes to pass on to individuals and groups
- Supervise a class if the teacher is unavailable occasionally e.g. story reading
- Use ICT skills to advance pupils' learning
- Using specialist skills/ knowledge/ training, provide support in specialist areas e.g. attachment disorder.
- Use physical intervention strategies following training, e.g. Team teach, THRIVE strategies.
- To participate in the assessment of pupils who need extra help to overcome the barriers to learning they experience from inside and outside school.
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Promote and safeguard the safety and welfare of children and young people implement agreed school policies and guidelines;

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Administer and assess/mark tests and invigilate exams/tests
- Make a positive contribution to the wider life and ethos of the school e.g. Displays

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Be a first aider and undertake roles linked to this

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Person specification

CRITERIA	QUALITIES You may wish to classify these as "essential" or "desirable" depending on your expectations for the role	
Qualifications and experience	Essential	• Appropriate EYFS qualification for example - Level 3 Diploma for the Early Years Workforce, Level 2 or a 3 Diploma for the Children and Young People's Workforce; Level 3 Early Years Educator Award, such as Level 3 Diploma in Childcare and Education or Level 3 Diploma for the Early Years Practitioner. • Level 2 or 3 Certificate in Supporting Teaching and Learning • GCSEs at grades 9 to 4 (A* to C) including English and maths • Experience of working with children
	Desirable	• Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) • DSL training • Experience of working with parents and outside agencies • First aid training
Skills and knowledge	Essential	• Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Knowledge of guidance and requirements around safeguarding children • Understanding of roles and responsibilities within the classroom and whole school context
	Desirable	• Experience of working with parents and outside agencies • Good ICT skills, particularly using ICT to support learning • Active listening skills • Excellent verbal communication skills • Able to supervise and train NVQ or work experience students
Personal qualities	Essential	• Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin.