



1st Place
Children and Parents' Centre



JOB DESCRIPTION

SERVICE	1st Place
POST TITLE	EARLY EDUCATOR
PURPOSE OF JOB	To be part of team responsible for the provision of a stimulating, caring and safe learning environment for children aged 0-5 yrs old
SALARY RANGE	£25,753.23
HOURS OF WORK	36 hours
RESPONSIBLE TO	Senior Early Educator
INTERVIEW DATE	TBC

JOB DESCRIPTION FOR POST OF:- 1st Place Early Educator

PARTICULAR RESPONSIBILITIES

1. To support the Senior Early Educator to deploy staff and students within the room as necessary in order to provide the best possible early education experience to the children within the room.
2. To deploy staff and students throughout the whole setting as staffing levels require.
3. To welcome, support and guide assistants, trainees, students and volunteers in order to ensure that the highest standards of performance are being met. To contribute to their assessment as necessary.
4. To ensure that health and safety issues arising within the room are quickly assessed, addressed and reviewed with the support of the Manager and the 1st Place facilities staff.
5. To take part in formal and informal team meetings.
6. To ensure that all the records in the room are properly maintained, updated and stored.
7. To implement of all 1st Place policies and procedures within the room and to contribute to their review and amendment as required.

Provision of High Quality Play and Learning Opportunities

1. To promote and support the development of the 1st Place Approach to Early Education that includes a respectful image of children as competent and capable, a close relationship between the Centre and the community, and the importance of the environment as an educational force.
2. To model and implement the highest standards of Early Education practice at all times.
3. To work with colleagues to ensure that children's learning is documented and displayed in line with the 1st Place approach.

Environment

1. To provide a stimulating, safe, caring and inclusive environment for children which meets their emotional, intellectual, social and physical needs.
2. To promote a working environment in which the emotional, social, psychological, physical, developmental and educational well-being of children is paramount and in which a supportive, empathetic and non-judgemental approach is used in all interactions with children and their families
3. To promote an environment where children are encouraged to explore and investigate, directing their own activities and play as much as is practicable, while ensuring that the critical elements of an early year's curriculum are fulfilled.
4. To work with room colleagues to maintain equipment within the room and to ensure that adequate stock levels of consumable resources are maintained.

Meeting Need

1. To take part in the assessment and meeting of children's individual needs within the larger room group, and to plan a programme of activities which extends their learning and meets the children's identified needs
2. To develop a profile on each child and participate in the key person system
3. To play an active part in weekly room meetings room in order to plan and implement developmental programmes and projects.
4. To liaise with internal and external colleagues in order to meet the needs of children and families particularly during times of transition.
5. To facilitate a creative and innovative range of play and learning experiences, making full use of indoor and outdoor environments.
6. To ensure that children's personal care needs are responded to quickly at all times and in a way which is safe and respectful whilst fostering the child's need for independence.
7. To ensure that mealtimes are an enjoyable, social and constructive experience for all children.
8. To promote inclusive attitudes and practices throughout the setting which embrace and support the diversity of the local community.

9. To promote, encourage and support the active involvement of parents/carers in their child's learning to the benefit of the child and family.
10. To use initiative to maintain and update own learning using experience, the reflections of others and current research.
11. To ensure that all Safeguarding Children Board procedures relating to child protection issues are adhered to as necessary.

General

- a) To participate in staff meetings and training courses as required
- b) To participate in supervision sessions.
- c) To undertake all duties with regard to the Centre's Equal Opportunities policy and procedures

This job description describes responsibilities, as they are currently required. It is anticipated duties will change over time and the job description may need to be reviewed in the future.

N.B. All staff are expected to provide support for each other, to cover for each other's areas of work during absences, to share information and to contribute generally to the smooth running of the nursery. Staff may also be required to undertake other duties within their capabilities.

1ST PLACE SENIOR EDUCATOR - PERSON SPECIFICATION

The person specification describes the characteristics (skills, knowledge, experience and qualifications) that are needed to carry out the duties in the job description, and will be used as the basis for short-listing and interview.

	Essential	Desirable
Education & qualifications	Level 3 Early Years and Childcare qualification	<i>Level 4 qualification</i>
Experience, Knowledge & Abilities	<ul style="list-style-type: none"> ▪ At least one years post qualification experience of working with children in the 0-5 age range and their families ▪ Experience of working with parents and carers from a range of cultural backgrounds ▪ Knowledge of the emotional, physical, psychological and educational development of children, in order to provide an environment in which the child's full potential can be developed, and in which parents/carers can be supported in their relationship with their children. ▪ Knowledge of the particular requirements of children with special needs in terms of their support, development and care planning. ▪ Knowledge of the Code of Practice for Special Educational needs ▪ Knowledge of Child Protection issues and policies and relevant Safeguarding Children Board procedures ▪ Ability to model, support and disseminate effective practice 	<p><i>Understanding of the Reggio approach i.e.</i></p> <ul style="list-style-type: none"> • <i>a respectful image of children as competent and capable</i> • <i>the child's role in constructing knowledge through exploration and relationships</i> • <i>the importance of the environment as an educational force</i>

Skills Communication	Good oral and written communication skills including the writing of reports and records	
Personal Qualities Interpersonal skills Team working Flexibility	<p>Ability to develop effective working relationships with a variety of other professionals in order to provide the best possible support for children and their families</p> <p>An empathetic, supportive and non-judgemental attitude towards children, parents/carers, staff and trainees/volunteers</p> <p>Responsive to change and ideas; able to adapt to new systems and flexible working patterns</p> <p>Willing to undertake training</p>	<p><i>Experience of working within a new project.</i></p> <p><i>Developing high quality childcare services.</i></p> <p><i>Knowledge of the local area and the community could be an advantage.</i></p>
Computer and IT Skills	<p>Able to use Microsoft outlook</p> <p>Knowledge of using computers for typing, editing and word processing</p>	<p>Uploading photographs and use of publisher, knowledge of software used for tracking and monitoring.</p>