

**Job Profile Information**  
**Integrated Early Years Service (IEYS)**  
**Early Years Educator (Teacher Qualified)**

**Job Title:** Early Years Educator, DfE Qualified Teacher Status

**Starting Salary:** £32,157 - £42,624 per annum

**Job Grade:** 92. Teacher (Qualified - Main)

**It is for use during recruitment, setting objectives as part of the performance management process and other people management purposes. It does not form part of an employee's contract of employment.**

**Introduction**

The Integrated Early Years Service aims to reduce inequalities and improve outcomes for parents, carers and their children with a focus on the providing high quality early years experiences that will support children future learning and life chances.

**Role Purpose**

To contribute to the promotion and development of an integrated education and day care service that offers high quality services for children aged 0 to 5 years.

**Example outcomes or objectives that this role will deliver**

- To carry out the duties of a teacher under a teacher contract (as defined under the teacher's pay and conditions act.
- In addition to the 1265 specified hours, a teacher is required to work additional hours as may be needed to enable you to discharge effectively your professional duties including the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes, as defined in the teachers pay and conditions document.
- To lead on the planning, implementation and evaluation of a high quality early years curriculum which includes a full commitment to anti-discriminatory practice. This will include daily, weekly and termly planning to meet children's needs and interests.
- To operate as a key person with responsibility for a group of children and supporting the smooth transition from home to centre and from centre to school.

- To promote children's development within a secure, safe and stimulating environment, and with reference to good practice curriculum guidance appropriate to the ages and stages of development of the children.
- To effectively manage the behaviour of the children in line with procedural guidance and to implement planned interventions for children with SEND and additional needs.
- To provide appropriate physical care in areas of washing, toileting, feeding, dressing, comforting and administering medication.
- To organise outings for children's interest, education and enjoyment and with regard to safety.
- To work in partnership with parents, including home visits as part of the child's induction, maintaining close and regular contact as appropriate for the age of the child, holding regular meetings and presenting reports.
- To be responsible for the assessment of children's overall development, including carrying out observations, recording children's achievement, and maintaining developmental records to a high standard
- To be an active member of a multi-disciplinary team of staff, communicating and working together to create an environment in which children's development is fostered and in which good relationships grow.
- To liaise with outside agencies and other professionals and to contribute to relevant meeting on an off site
- To work with due regard to Child Protection procedures and to report matters of concern to the Head.
- To participate in annual performance management and regular support and supervision, attend group and staff meetings, and receive appropriate training and staff development in line with Council policies and the Investors in People Scheme.
- To assist with the wider developments of the centre as a community resource, including participation in drop-ins and toy library services, parent education and family support initiatives.

### **Decision making and creativity**

1. Creativity is required when encouraging, supporting and engaging with children at play that is emotionally, intellectually, physically and socially challenging.
2. The post holder will act as room leader and make decisions on day to day matters with more complex or contentious decisions being made in conjunction with the line manager.
3. Decisions and recommendations made may have significant impact on children's development and learning.
4. The post holder will contribute to individual planning for children.

### **People Management Responsibilities**

- No line management responsibilities
- Day to day supervision of staff in the nursery classroom.

## Relationships

- Other professionals working with children attending the centre
- Parents/carers and members of the public
- Local schools and community groups

## Work Environment

1. The post holder may be required to work outside of normal hours on occasion, with due notice.
2. The post holder must be able to work to the shift pattern required by the centre, falling between 8am and 6pm.
3. Work is subject to frequently changing demands and requires a degree of flexibility.
4. There are some deadlines around reporting on curriculum and planning and assessment of children.
5. There will be situations requiring the resolve of conflicting priorities.
6. There may be some requirement to lift and assist in toileting and changing and in helping to transfer from seating to mobility aids. The post will help children to acquire and develop self-help skills including toileting and personal hygiene.
7. Work may involve implementing individual movement programs, under the direction of other professionals.
8. The post holder will be required to help with first aid provision, comforting sick or injured children. In emergency situations he/she will need to liaise with the designated first aider, senior staff and medical professionals, accompanying children to hospital or doctors as necessary.
9. Any basic medical procedures that may need to be carried out infrequently will have training provided for.

## Qualifications

### Essential:

- The post holder must have Qualified Teacher Status (QTS) and Teacher Reference number
- Satisfactory Enhanced DBS

### Desirable:

- Paediatric First Aid certificate

## Technical Knowledge and Experience

## **Knowledge**

### **Essential:**

- To have knowledge of the Children Act 1989, 2004, relevant Education Acts and related legislation, and implications contained therein for service delivery.
- To excellent knowledge of the Early Years Foundation Stage (2017)
- To have a sound knowledge of child development for children aged from birth to 7 years and an awareness of curriculum guidance for this age group.
- To have knowledge and understanding of planning, implementing and evaluating an early year's curriculum.
- To have knowledge of the ethnic, religious and cultural diversities in the community, to understand the effects on the provision of services and how to respond when the needs of a particular group are not being met
- To have knowledge of the functions of agencies involved in the provision of care and education of young children and commitment to work in partnership.

### **Desirable:**

- Forest Schools

## **Skills**

### **Essential:**

- To have the ability to use information technology systems and equipment.
- To have an understanding of the importance of confidentiality and to be able to listen and respond appropriately with tact and diplomacy in sensitive situations.
- To have an understanding of child protection procedures and an ability to use this knowledge in practice.
- To have the ability to communicate effectively with a wide range of people both orally and in writing.

### **Desirable:**

- Delivering training:

## **Experience**

### **Essential:**

- At least 2 years' experience of working directly with young children in a group day care situation.
- Some experience of working as part of a team.

### **Desirable:**

- Experience of working in a similar setting

## **Camden Way Five Ways of Working**

To continue delivering for the people of Camden in the face of ever-increasing financial pressure, we need to transform the way we do things. We call this the Camden Way. The Camden Way is a key part of our transformation strategy often referred to as the transformation triangle which links the Camden Plan, the Camden Way, and the Financial Strategy together. The Camden Way illustrates the approach that should underpin everything we do through five ways of working:

- Deliver for the people of Camden
- Take personal responsibility
- Find better ways
- Work as one team
- Take pride in getting it right

**For further information on the Camden Way please visit:**

<http://www.togetherwearecamden.com/pages/discover-jobs-and-careers-in-camden/working-for-camden/>

Structure Chart

