

## NJC Job Description

<b>Job Title</b>	Supply Early Years Educator
<b>Department</b>	Across all departments
<b>Grade</b>	FfB1-2
<b>Last updated</b>	January 2019
<b>Reports to</b>	Nursery Manager, Specialist Services Manager, Children's Centre Manager

### **Job Purpose** *(a brief statement summarising the overall responsibility of the post)*

To substitute for another member of staff who is not available (e.g. illness, holiday, training) or when a higher number of staff are required. To be a proactive member of a staff team who provide safe, stimulating and inclusive environment in which children are supported and encouraged to achieve their full potential.

To support FfB staff in delivering high quality care following policies and procedures implemented by the Charity.

### **Main Duties and Responsibilities** *(what are the main responsibilities of the job? This is NOT to be an exhaustive list of tasks, it should be the key accountabilities only and should only be around 8 – 10 points long.)*

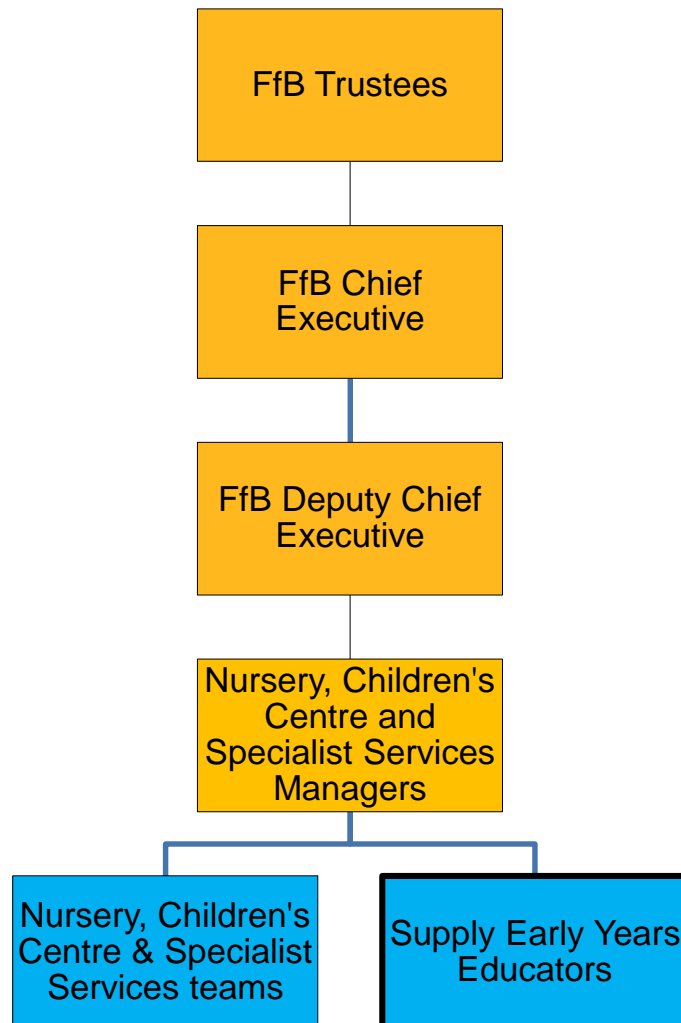
	%
1. Contribute to the running of the base room or crèche, plan activities and help run sessions as part of the team.	20%
2. Act as a substitute key person to a group of children, plan activities, keep records, participate in interventions and report any concerns to the Assistant Nursery Manager.	15%
3. Assist with the planning and provide a full range of stimulating activities to meet the individual needs of children enabling them to develop their physical, intellectual, emotional and social development.	15%
4. Work alongside the manager and the staff team, to ensure that the ethos of the Charity is embedded and implemented throughout the setting.	5%
5. Participate in training days, team meetings and training courses as required.	5%
6. Support the team in maintaining a welcoming, stimulating and safe environment, equipment, communal areas and base or crèche room.	10%

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<b>Main Duties and Responsibilities</b> <i>(what are the main responsibilities of the job? This is NOT to be an exhaustive list of tasks, it should be the key accountabilities only and should only be around 8 – 10 points long.)</i>	<b>%</b>
7. Assist the Safeguarding Officer in keeping children safe, report concerns, contribute to record keeping, and follow the Safeguarding policy and procedures implemented by the Charity.	10%
8. Show understanding of the Early Years Foundation Stage and how to use it in implementing educational programs in the setting.	10%
9. Encourage and foster close relationships with children and their parents, offering help and guidance when appropriate	10%
10. Be aware of the profile of the Charity and uphold its standards at all times both within work and outside.	

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### Organisation Chart



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### Context

FfB's charity objective is to offer preventative measures to combat difficulties for families under stress, to prevent family crisis and breakdown. We achieve this by offering a wide variety of services to enable adults and children to achieve their full potential and enhance life skills. Services include the Children's Centre service for Bedford, three nurseries and pre-schools and a wide variety of specialist services to meet organisational aims and objectives. We bring together local services to provide better learning and life development opportunities for children and their families. This includes care and education for young children, health services, family support, and a support network for providers of Early Education.

Our staff team are required to have an equal passion for the early years and are expected to work according to our Charity's values;

- Honesty – A shared belief when working with families, partners and staff
- Trust – Vital in order to achieve success in our work
- Responsive – The right action at the right time
- Understanding – A non-judgemental disposition held by all
- Visionary – Striving to be the best, in practice and in reality

The nurseries are open daily from 8am to 6pm throughout the year. The Children's Centre and Specialist Services are open daily from 8.30am to 4.30pm.

This is a zero hours position.

### Additional Information – Physical Effort and/or Working Environment *(insert details if these conditions exceed those normally incurred in a day to day office environment.)*

Physical Effort: Normal physical effort

Working Environment: Nursery, Children's Centre and crèche environments

**This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of FfB's employment checks and Personal Interviews will be required as part of the employment process.**

### Dimensions

Supervisory Management: None

Financial Resources: None

Physical Resources: Nursery equipment and resources

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### Health & Safety Risk Assessment *(please indicate which are applicable)*

- Manual Handling activities
- Regular exposure to mental pressures and demands
- Visual display equipment – regular use
- Exposure to substances hazard to health
- Exposure to infection
- Risk of verbal abuse
- Risk of physical assault
- Working alone
- Adverse environmental conditions
- Use of dangerous machinery
- Driving PSV/HGV vehicles

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### Person Specification

This acts as a selection criteria and gives an outline of the types of person and the characteristics to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Experience working with children age 0-5.	1, 2	Experience working with children with SEND.	1, 2, 5
	Experience working with the EYFS, observations and planning.	1, 2, 5		
<b>Skills/ Abilities</b>	Good standard of literacy and numeracy.	1, 2,	Basic IT skills.	1, 2
	The ability to build good relationships with children.	1, 2, 5		
	Ability to work as a part of a team.	1, 2, 5		
	The ability to role model positive behaviour and execute strategies to promote effective behaviour management.	1, 2, 5		
	A positive approach to learning and gaining new skills through teamwork and training opportunities.	1, 2		
Ability to prioritise tasks and own work under pressure.	1, 2			
<b>Equality</b>	Able to promote equality in a child friendly, non-stereotypical way.	1, 2, 4	Promoting equality in a whole environment in variety of ways, resources, etc.	1, 2, 5
	Able to recognise and appropriately challenge discrimination and to follow the policies and procedures of the organisation.	1, 2		
	Able to demonstrate clear understanding of cultural and religious issues which affect families and child development.	1, 2, 5		

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Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Specialist Knowledge</b>	A good knowledge of Early Years Foundation Stage.	1, 2, 5		
	Knowledge and experience of working in an Early Years setting.	1, 2		
	Knowledge of child development 0-19.	1, 2		
	Planning and delivering educational programs to a cohort of children under 5 years.	1, 2		
<b>Education &amp; Training</b>	Level 2 QCF in Children’s Care, Learning and Development or equivalent.	1, 2, 4	Paediatric First Aid training.	1, 2, 4
			Basic Awareness Safeguarding training.	1, 2, 4
			Level 3 QCF in Children’s Care, Learning and Development or equivalent.	1, 2, 4
<b>Other Requirements</b>	Ability to work flexible hours including after-hours team meetings. Saturdays may be included.	1, 2		
1 – Application Form, 2 – Interview, 3 – Test, 4 – Proof of qualification, 5 – Practical Exercise				

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job holder will ensure that Families First Bedfordshire’s policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equality and diversity
- (ii) Health and safety
- (iii) General Data Protection Regulation
- (iv) Confidentiality