Royal Devon and Exeter
NHS Foundation Trust

JOB DESCRIPTION

JOB DETAILS	
Job Title	Early Years Educator
Reports to	Early Years Educator – Room Leader
Band	Band 3
Department/Directorate	Childcare Services / Estates & Facilities Management (EFM)

JOB PURPOSE

- To work within and contribute to the RD&E First Steps Nursery team to create an environment which fosters and nurtures the development of children under the guidance of the Nursery Manager/Deputy Manager and Nursery Nurses.
- To assess, plan, implement and evaluate care and development of children who attend First Steps Nursery.
- To assist in the management and organisation of work as required.
- Assist on the delivery of high-quality care and education at First Steps to ensure children achieve the best possible outcomes.
- To form part of the development of staff knowledge and skills in caring for children
- To contribute to the development of high standards of care and education for children and their families, proving feedback as necessary and taking positive steps toward implementing necessary change.
- To ensure current practice and care at First Steps Nursery reflects standards as outlined in the Trust's Safeguarding Policies alongside the Devon Safeguarding Children Board Procedures and to be able to engage with specialist safeguarding services as and when necessary.
- To give support to all other Childcare Services provision as required.

KEY RESULT AREAS/PRINCIPAL DUTIES AND RESPONSIBILITIES

To work in partnership with team members, to ensure the delivery of the highest standard of skilled childcare and education, in accordance with Early Years Foundation Stage requirements (EYFS) and Trust

KEY WORKING RELATIONSHIPS

Areas of Responsibility: (type of work undertaken)

No. of Staff reporting to this role: (If applicable)

The post holder is required to deal effectively with staff of all levels throughout the Trust as and when they encounter on a day to day basis.
In addition, the post holder will deal with the wider education and healthcare community, external organisations and the public.
This will include verbal, written and electronic media.
Of particular importance are working relationships with:

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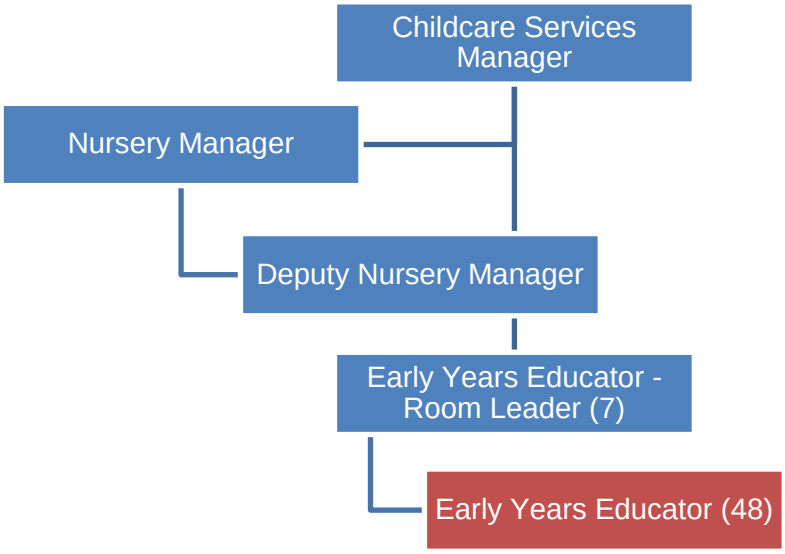
Internal to the Trust	External to the Trust
• Children and Families • Nursery Administrators • Catering team • Early Years Educators • Other Early Years Educator – Room Leaders • Senior Nursery Management team • Estates and Facilities Service Manager • Trust Safeguarding team	• Early Years Consultant • Speech and Language Therapists • Educational Psychologists • Communication and Interaction team • Early Years Complex Needs Service • Nursery Plus • Health Visitors

ORGANISATIONAL CHART



FREEDOM TO ACT

- Works within established Policies and Procedures, close supervision from Early Years Educator -Room Leader
- Ensure the children and parents are welcomed in to a caring, positive and inclusive environment, creating a stimulating and pleasant working atmosphere.
- Ensuring appropriate information is cascaded, shared and acted upon with Early Years Educators to ensure they can undertake their duties effectively.

COMMUNICATION/RELATIONSHIP SKILLS

- To foster good relationships with parents and guardians, initiating communication, sharing with them appropriate information about their child's progress and promoting shared involvement in children's learning.
- Providing and receiving complex and sensitive information where empathetic and re-assurance skills are required.
- Ensure the children and parents are welcomed in to a caring, positive and inclusive environment, creating a stimulating and pleasant working atmosphere.
- Responsible for ensuring clear and effective 'channels of communication' with children, parents / guardians and other staff members.
- Communicating with representatives from external agencies under the guidance of the Early Years Educator - Room Leader (i.e. Speech & Language Therapists, Health Visitors, etc..).
- Actively listening to understand the needs of the child, enabling informed decisions to be made when required and establishing a platform for every child to voice and express themselves.

ANALYTICAL/JUDGEMENTAL SKILLS

- Assess and prioritise developmental requirements at an early stage to adjust work practice to meet the needs of the child utilising the core *'Intent, Implementation and Impact'* assessment cycle.
- When a child's needs have been identified, escalate these to the Early Years Educator - Room Leader and / or appropriate Special Education Needs and Disabilities Co-Ordinator (SENDCO) representative.

PLANNING/ORGANISATIONAL SKILLS

- Contribute to the daily planning of work and learning activities.
- To provide daily, interesting and varied play activities to create a stimulating learning environment which meets children's holistic development needs.
- To assist in the preparation and clearing of daily play and learning activities, encouraging children's participation in these tasks.
- To manage and organise materials and equipment, sharing responsibility with all Nursery staff members for their care and maintenance.

PATIENT/CLIENT CARE

- Provide advice in relation to the care and health and wellbeing needs of the children to parents / guardians and feedback to Nursery Room Leaders and Nursery Deputy Managers as appropriate.

- Ensure all children are collected from the Nursery setting by an authorised representative arranged through prior agreement.
- Provide comfort to any child to support their physical, social and emotional wellbeing.
- Promote the importance of each child's background and varied cultural needs.
- Provide intimate care for any child as required, in line with the Nursery's *Intimate Care Standard Operating Procedure*.
- To support the provision of children's meals and snacks, ensuring all cultural and dietary needs are met at the appropriate times and to undertake the preparation of snacks, meals and cleansing of equipment as required.

POLICY/SERVICE DEVELOPMENT

- Follow Trust and Nursery policies and Standard Operating Procedures and to contribute and support the continued reviewing of these documents for improvements and development.

FINANCIAL/PHYSICAL RESOURCES

- Personal duty of care towards equipment and materials being used to support the care and development of children.

HUMAN RESOURCES

- To provide advice and demonstrate own activities / workplace routines to new or less experienced employees, supporting their integration into the Nursery team.
- To maintain confidentiality regarding each child and their family in line with GDPR and Trust policy, reporting concerns regarding child welfare through the correct safeguarding channels.
- To actively contribute to the induction of new members of staff and students in the Nursery.

INFORMATION RESOURCES

- Record accidents / incidents in accordance with Nursery policy.
- Update and review *Tapestry* online journal to keep accurate electronic records of children's developmental progress and activities.
- Ensure that all records comply with issues relating to confidentiality, information sharing and safe storage.
- Maintain meaningful and accurate records on a day to day basis

RESEARCH AND DEVELOPMENT

- Participate and support internal / external surveys/audits as necessary.

PHYSICAL SKILLS

- Lifting weights, equipment or children with mechanical aids – short periods of time and very infrequent
- Restraint i.e jobs requiring training/certifications in physical interventions – duration dependant on individual circumstance – Frequency – short period of time on each occasion - occasional
- Delivery of physical educational learning and development programmes/skills frequently on a daily basis through positive role modelling

PHYSICAL EFFORT

- Lifting babies and infants whilst providing care and delivery of education – daily frequent
- Kneeling, crouching, twisting, bending or stretching – frequently - daily requirement during play/delivery of education/observation –
- Standing/walking for substantial periods of time -frequent – daily requirement during delivery of care and education, particularly in outdoor play area. Longer periods of walking during educational outings.
- Pushing/pulling of pushchairs/prams/cots/catering trolleys – daily

MENTAL EFFORT

- Deliver educational and social care interventions – support parents/guardians in attendance at meetings and contribute to recommendations and interventions.
- Prepare and deliver educational interventions that have been provided by SENDCo / external professionals to aid a child's learning and development – daily – frequently.
- Operate equipment/machinery including tv/dvd players, toaster, kettle, baby bottle steriliser, baby monitors etc – frequently – several times each day.
- Attend meetings – parents/guardians – frequently, multi-disciplinary meetings – occasionally for 1-2 hours, child protection meetings – infrequent and for 1 – 3 hrs at a time.
- Check documents – daily eg feeding charts/nappy logs, developmental reports, Individual Education

Plans (IEPS).

- Carry out calculations to ensure the safe delivery of care such as formula feeds, weaning foods, medication – several times throughout each day for short periods of time.

EMOTIONAL EFFORT

- Processing (e.g. typing/transmitting) distressing events – infrequently, in the event of a safeguarding incident/disclosure.
- Dealing with difficult situations/circumstances such as discussing developmental/behavioural concerns.
- Dealing with people with challenging behaviour such as unhappy parents/carers
- Present at the scene of a serious incident such as a medical emergency e.g. seizure / serious accident – infrequent

WORKING CONDITIONS

- Unpleasant smells/odours – daily for short periods of time – nappies, bedding, baby/child clothing
- Infectious material/foul linen – daily bedding, nappies, soiled clothing – short periods of time
- Body fluids, faeces, vomit – regularly from babies/infants – brief episodes
- Fleas/Lice – infrequently if a child has headlice etc
- Exposure to aggressive verbal behaviour from parents/guardians – occasionally for brief episode

OTHER RESPONSIBILITIES

Take part in regular performance appraisal.

Undertake any training required in order to maintain competency, including mandatory Trust training, (i.e. Manual Handling) and childcare-specific training requirements (i.e. regular supervisions, safeguarding training and refresher updates, paediatric first-aid training, etc…).

Undertake regular CPD opportunities to enhance personal portfolio and ensure compliance with recommended best practice.

Contribute to and work within a safe working environment, including daily checks of toys and equipment.

You are expected to comply with Trust Infection Control Policies and conduct him / herself at all times in such a manner as to minimise the risk of healthcare associated infection

As an employee of the Trust, it is a contractual duty that you abide by any relevant code of professional conduct and/or practice applicable to you. A breach of this requirement may result in action being taken against you (in accordance with the Trust's *Disciplinary & Appeals Policy*) up to and including dismissal.

You must also take responsibility for your workplace health and wellbeing:

- When required, gain support from Occupational Health, Human Resources or other sources.
- Familiarise yourself with the health and wellbeing support available from policies and / or Occupational Health.
- Follow the Trust's health and wellbeing vision of healthy body, healthy mind, healthy you.
- Undertake a Display Screen Equipment assessment (DES) if appropriate to role.

DISCLOSURE AND BARRING SERVICE CHECKS

This post has been identified as involving access to vulnerable adults and/or children and in line with Trust policy successful applicants will be required to undertake a Disclosure & Barring Service Disclosure Check.

GENERAL

This is a description of the job as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. This procedure is conducted by the manager in consultation with the jobholder. You will, therefore, be expected to participate fully in such discussions. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.

Everyone within the Trust has a responsibility for, and is committed to, safeguarding and promoting the welfare of vulnerable adults, children and young people and for ensuring that they are protected from harm, ensuring that the Trusts Child Protection and Safeguarding Adult policies and procedures are promoted and adhered to by all members of staff.

PERSON SPECIFICATION

Job Title	Early Years Educator

Requirements	Essential	Desirable
QUALIFICATION/ SPECIAL TRAINING		
National Diploma Level 3 in Early Years Childcare or equivalent experience and a willingness to work towards this as part of employment	E	
Good basic education (Maths and English GCSE or equivalent)	E	
First aid certificate (paediatrics)		D
Food Hygiene certificate		D
KNOWLEDGE/SKILLS		
Sound understanding of the needs of children from birth to 5 years	E	
Ability to work in partnership with parents	E	
Child protection procedure		D
Awareness of Ofsted requirements		D
EXPERIENCE		
Experience of caring for children from birth to 5 years	E	
Experience of team working	E	
Experience of planning and implementing appropriate activities	E	
PERSONAL ATTRIBUTES		
Good team player	E	
Ability to communicate with a range of people on a range of subjects	E	
Enthusiasm and patience	E	
Smart appearance	E	
OTHER REQUIREMENTS		
Flexibility in working hours	E	
Bank Holiday Cover	E	
Professional attitude	E	
The post holder must demonstrate a positive commitment to uphold diversity and equality policies approved by the Trust.	E	

WORKING CONDITIONS/HAZARDS		FREQUENCY (Rare/ Occasional/ Moderate/ Frequent)			
		R	O	M	F
Hazards/ Risks requiring Immunisation Screening					
Laboratory specimens	N				
Contact with patients	N				
Exposure Prone Procedures	N				
Blood/body fluids	Y			x	
Hazard/Risks requiring Respiratory Health Surveillance					
Solvents (e.g. toluene, xylene, white spirit, acetone, formaldehyde and ethyl acetate)	N				
Respiratory sensitisers (e.g isocyanates)	N				
Chlorine based cleaning solutions (e.g. Chlorclean, Actichlor, Tristel)	N				
Animals	N				
Cytotoxic drugs	N				
Risks requiring Other Health Surveillance					
Radiation (>6mSv)	N				
Laser (Class 3R, 3B, 4)	N				
Dusty environment (>4mg/m3)	N				
Noise (over 80dBA)	N				
Hand held vibration tools (=>2.5 m/s2)	N				
Other General Hazards/ Risks					
VDU use (> 1 hour daily)	Y/N				
Heavy manual handling (>10kg)	N				
Driving	N				
Food handling	Y				X
Night working	N				
Electrical work	N				
Physical Effort	Y				X
Mental Effort	Y				X
Emotional Effort	Y				X
Working in isolation	N				
Challenging behaviour	Y		X		