

EARLY YEARS ALLIANCE  
50 FEATHERSTONE STREET LONDON EC1Y 8RT

Registered as an Educational Charity

**JOB DESCRIPTION**

**JOB TITLE:** LEAD EARLY YEARS EDUCATOR  
**BASED:** ALL AREAS  
**RESPONSIBLE TO:** EARLY YEARS ASSISTANT MANAGER  
**RESPONSIBLE FOR:** EARLY YEARS EDUCATOR, EARLY YEARS ASSISTANT

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**JOB PURPOSE:** To be a proactive member of the team that provides a safe, stimulating, and inclusive environment in which children are supported and encouraged to achieve their full potential.

To support the Nursery Management team in delivering high quality care following policies and procedures.

To be responsible for curriculum planning within the setting and to oversee the provision, in the absence of the Assistant Manager and Manager.

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**SAFEGUARDING REQUIREMENT:**

The Alliance is committed to safeguard and promote the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedures to continuously promote a culture of safeguarding across the whole organisation.

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**MAIN DUTIES:**

**Working with children;**

1. Act as a key person to a group of children, to meet children's learning and development needs.
2. To take responsibility for planning for children's learning and development needs by providing stimulating and age-appropriate play and learning experiences both indoors and outdoors.
3. Carry out observations to establish children's individual development, general health and well-being needs. Using the nursery management information system, maintain a consistent standard of observation and assessment records, including the 2-Year-Old progress check.

4. To supervise children, assessing risk, to protect them from dangerous or harmful situations.
5. Encourage and foster positive relationships with parents, carers and guardians to work in partnership to meet children's individual needs. Offer support and guidance and ensure parents/carers are regularly involved in discussion about their child's progress.
6. To be aware of any special educational needs or disability a child may have and work with other staff as appropriate to ensure each child's individual needs are known and met.
7. To provide a learning environment that is free from discrimination where each child is listened to, valued and respected.
8. To assist in the preparation of snacks, ensuring that all children's dietary and cultural needs are met, and consideration is given to allergy requirements.

**Operational;**

9. Contribute to the daily running of the room and planning of activities.
10. To read, understand and adhere to all policies and procedures relevant to your role and the safe running of the setting.
11. To adhere to the Alliance's safeguarding procedures to promote the welfare and safety of children within the setting. To share any welfare or child protection concerns immediately with the Manager.
12. To ensure that accurate records are kept. For example, accidents and incidents are recorded as outlined in the policies and procedures.
13. To be aware of and share data about the progress of key groups of children and contribute to the planning of activities and delivery of curriculum.
14. To arrange and attend parents, carers and guardians' meetings to allow two-way discussion on child's progress on a regular basis.
15. Demonstrate an understanding of and ability to implement the Statutory Framework for the Early Years Foundation Stage.

**Team working;**

16. To develop your role within the team in line with the Charity's Performance, Standards and Values.
17. To offer support and guidance to volunteers, students on placements and work experience pupils in the setting.
18. To contribute to and attend his/her supervisions.
19. To attend and contribute at regular staff/team meetings.
20. To work effectively within the team to provide cover within the setting at short notice and be prepared to work in any room as required by senior staff.

21. To attend any conferences, training events or meetings as identified by senior staff.
22. To ensure adherence to Alliance's code of practice on confidentiality and to be compliant with GDPR.
23. To keep up to date with current good practice.
24. To perform any other duties as deemed necessary by the Senior Worker, Deputy or Setting Manager.

**EQUALITIES:**

The post-holder must be aware of and respect difference and ensure that children have equality of access to opportunities to learn and develop. S/he must have an understanding of and commitment to equality of opportunity and anti- racism issues.

**POLICIES AND PROCEDURES:**

The post-holder must be aware of and comply with all the charity's policies and procedures including those relating to: child protection, health & safety and security, confidentiality and data protection, bribery and corruption, signing agreement and contracts and financial.

*This job description is not an exhaustive list of duties and you will also be required to carry out any other duties which may reasonably be required of you in accordance with the needs of the Alliance. You are also required to be flexible and adaptable with respect to your role.*

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**PERSON SPECIFICATION**

**Essential Criteria:**

1. It is a statutory requirement that: "staff have a sufficient understanding and use of English to ensure the well-being of children in their care." Section 3.26, EYFS (2014).
2. A minimum Level 3 early years education and childcare qualification (e.g. Pre-school Learning Alliance *Diploma in Pre-school Practice*, NVQ 3, or equivalent) as seen as full and valid by the DFE and a commitment to obtaining further qualifications as appropriate.
3. Post-qualification experience in working in early education and childcare.
4. A sound understanding of child development and children's needs with an ability to plan and implement the curriculum in accordance with the Early Years Foundation Stage, taking into account the Special Educational Needs and Disability Code of Practice, safeguarding procedures and equality and diversity considerations
5. Ability to inspire people to deliver results, high standards and sets clear objectives for self and the team, taking appropriate and timely action to ensure targets are achieved

6. The ability to plan and implement an early years age/stage appropriate curriculum, taking into account the SEND Code of Practice, safeguarding procedures and equal opportunities'.
7. Ability to communicate verbally this includes the ability to establish rapport and credibility with external agencies, mothers, fathers and other carers.
8. Ability to communicate in writing by being able to produce clear, concise and accurate reports and correspondence, e.g. for disciplinaries, business plans, child protection/safeguarding reporting and for recruitment purposes etc. using Microsoft and other computer packages.
9. Ability to communicate in a variety of ways and with people at all levels, and adopt a communication method appropriate for the listener or audience.
10. Ability to communicate the need for quality and continuous improvement, and influence good practice through example.
11. The ability to develop partnerships with parents/carers/guardians in respect of their own needs for advice, education and personal development.
12. Ability to support the development of his/her team through regular discussion and team meetings which encourage two way communication and sharing of ideas and expectations.
13. Experience of supervising staff on a day to day basis.
14. Able to recognise the signs and signals of child abuse and safeguarding concerns and have knowledge of what to do to protect children and safeguard welfare.
15. To be aware of the harmful impact on children of discriminatory experiences and ensure that children feel valued and respected for who they are.
16. Ability to be pro-active, reflective and self motivated.
17. Ability to remain calm under pressure and able to multi-task.
18. Able to work as part of a team and on own initiative.
19. Demonstrates professionalism in approach to managing all issues.
20. Demonstrate a detailed knowledge of current legislation relevant to the Early Years.

**Core management competencies** - Please refer to Appendix 1 for details of the core management competencies that Early Years Educators are expected to work to.

- Leadership
- Managing people
- Managing teams
- Communication
- Customer awareness
- Problem solving
- Planning and resource management
- Taking Care of Yourself

**Desirable:**

1. Experience or knowledge of the voluntary sector.

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**TERMS & CONDITIONS:**

**Grade**

**Salary Range**

**Allowances (if applicable)**

**Annual Leave: 25 days plus 8 Bank Holidays**

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*This post is exempt from the Rehabilitation of Offenders Act (1974) and does require an enhanced Disclosure and Barring Service check. Applicants must be prepared to disclose any convictions they may have and any orders which have been made against them.*

**Pension:** The table below shows what the base contributions are, and the dates they will rise. You can also choose to give more than the minimum amount should you wish.

<b>Date effective</b>	<b>Employer minimum contribution</b>	<b>Employee minimum contribution</b>	<b>Total minimum contribution</b>
6 April 2019 onwards	3%	5%	8%

**JOB DESCRIPTION SIGN OFF**

Date issued by Manager:

Name:

Signature:

I confirm that I have received a copy of this job description and have had any questions about it answered.

Name of post holder:

Signature:

Date:

## Core Management Competencies

### Leadership

- Has a good understanding of the charity's vision and strategy and inputs effectively into the operational plan for their team/department/DSP/Business Hub.
- Thinks strategically and clearly relates goals and actions to the strategic aims of the charity.
- Communicates the need for quality and continuous improvement and influences good practice through own example.
- Inspires people to deliver results, high standards and sets clear objectives for self and the team, taking appropriate and timely action to ensure targets are achieved.
- Creates and supports a culture of creativity, innovation and critical thinking throughout all activities and employees within areas of responsibility.
- Manages change effectively and clearly communicates the need for it to the team, providing them with support to effect it.
- Understands the need to safeguard all children in the context of his/her role and ensures the team understand safeguarding responsibilities relevant to their roles.

### Managing people

- Is effective at recruiting, developing and motivating a diverse range of people.
- Clearly informs employees of their tasks and responsibilities, ensuring employees understand and work in line with the charity's policies and procedures.
- Holds regular one to one meetings, sets and monitors S.M.A.R.T objectives and gives constructive feedback designed to improve future performance.
- Delegates effectively and adopts a management style which encourages trust, collaboration, commitment and enthusiasm in order to gain high levels of performance from all employees.
- Encourages and stimulates others to make the best use of their talents to develop further using coaching techniques.
- Acknowledges and records achievements; gives praise where appropriate.
- Adapts his/her management style as the situation necessitates.
- Supports staff to achieve a good work/life balance which includes regular breaks, the opportunity to disconnect and to participate in enjoyable activities.
- Offers support to enable staff to take care of themselves, both physically and mentally.

### Managing teams

- Knows the team's strengths and abilities and makes best use of the talents of employees.
- Supports the development of his/her team through regular discussion and team meetings which encourage two-way communication and sharing of ideas and expectations.
- Deals effectively and openly with negative issues and conflict and builds a team which has respect and consideration for each other's role.
- Coaches and motivates the team to strive towards contributing to the achievement of the strategic plan.
- Fully involves team in forthcoming issues so that individuals and team goals can be anticipated and planned together.
- Ensures that his/her team works in collaboration with other teams across the charity.
- Creates a learning and supportive environment

## **Communication**

- Communicates in a variety of ways with people at all levels and adopts a communication method appropriate for the listener or audience.
- Actively listens, asks questions, clarifies points and establishes a mutual understanding.
- Presents information clearly, concisely and confidently to individuals and groups.
- Communicates complex ideas, problems and difficult messages in ways that promote understanding.
- Uses excellent communication skills to negotiate, influence and persuade others.
- Is aware of non-verbal communication in self and others.
- Makes full use of IT to communicate effectively and uses social media responsibly, in line with the charity's policies and procedures.

## **Customer awareness** (internal and external service users)

- Understands the environment in which the charity operates and the impact on its customers.
- Understands the diverse needs of customers that use our services and proactively strives to provide a service that is flexible and responsive to their changing needs.
- Uses feedback mechanisms to evaluate and review services to consistently deliver a high quality service.
- Strives to produce real improvements in the way services are delivered to customers.
- Creates and maintains meaningful relationships and understands collaborative and partnership working.
- Deals with the concerns of customers in an appropriate manner, in line with Charity's policies and procedures.
- Is mindful of professional boundaries when interacting with customers.

## **Problem solving**

- Identifies and acknowledges problems and critical issues in a timely manner.
- Analyses relevant data and information and tests assumptions in order to deliver the best solutions whilst keeping a clear focus on key issues and goals.
- Anticipates and reviews problems in order to ensure contingency plans are in place.
- Collaborates with others in order to draw on their expertise to achieve best possible outcomes.
- Makes decisions that minimise organisational financial loss, loss of reputation or legal challenges.

## **Planning and resource management**

- Effectively manages self.
- Being proactive in seeking out new initiatives which deliver desired outcomes.
- Demonstrates sound knowledge of financial management and business planning.
- Obtains and allocates resources sufficient to meet objectives and manages resources and skills well.
- Produces effective plans that have clear priorities, realistic milestones, sound review mechanisms and takes into account all available information.

## **Taking Care of Yourself**

- Manages work/life balance and can disconnect outside of work time.
- Builds in physical activity, and fresh air where possible, into daily routine.
- Recognises that it is important to take regular breaks to maintain mental wellbeing.

- Acknowledges, and is open and honest around needs for workplace support and flexibility; considers the needs of others.
- Demonstrates resilience when managing personal challenges and seeks help when necessary.
- Takes time to do something enjoyable every week.