



JOB DESCRIPTION

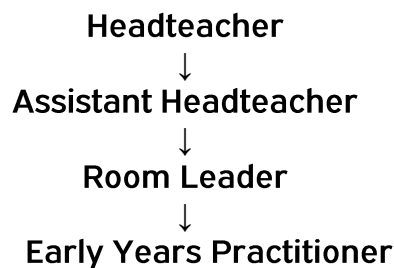
ROLE TITLE: Room Leader

REPORTS TO: Assistant Headteacher (EYFS Leader)

ROLE PURPOSE:

To provide a creative, high quality and high standard Early Years provision that meets the needs of both parents and children within a stimulating and friendly environment that is physically and emotionally secure, in accordance with Academy policies and practice. Cascading training to team members, building good relationships with children, staff and parents, promoting inclusivity, equality and diversity, and the administration of place planning.

ORGANISATION



RESPONSIBILITIES

As well as carrying out the specifics set out in the Early Years Practitioner job description, there are additional duties to be fulfilled as a Room Leader. These are as follows:

- To ensure the provision of a high-quality environment that meets the needs of individual children having an awareness of any disabilities, family cultures and medical histories.
- To take a proactive role in the wider life of the nursery and school
- Manage the key person system and be responsible for implementing systems of observation, record keeping and report writing so that children's progress and achievements are effectively and regularly assessed in line with the requirements of the EYFS statutory requirements. Record and display next steps and carrying out key group times
- Ensure records are properly maintained, e.g. daily attendance register, accident records and daily safety checks.



- To be flexible within working practices of the setting, undertaking other responsible duties where needed, such as domestic tasks, preparation of snacks, cleansing of equipment, personal care etc.
- Support all staff and engage as a good team member.
- To develop your role within the team, especially with regard to being a room leader.
- To develop and maintain strong partnerships and communication with parents/carers/ staff and other adults to facilitate day-to-day caring and early learning needs ensuring that communication is polite and courteous at all times.
- To ensure a motivating environment, covering the EYFS areas of learning and development to stimulate children's learning both indoors and outdoors.
- To ensure the provision of a high-quality environment to meet the needs of individual children having an awareness of any disabilities, family cultures and medical histories.
- To comply with, promoting and acting in accordance with all Stars Trust policies.
- To comply with data protection legislation and expectations for confidentiality.
- To participate in the school appraisal system with your line manager.
- To take responsibility for continued professional development by attending courses and training as needed (in-house and external)
- Promoting and safeguarding the welfare of pupils in your care or that you meet in accordance with the whole school and Partnership Child Protection Policy.
- Model and actively support the vision, values and ethos of the Stars Trust and encourage in all children and colleagues: Kindness, Curiosity, Independence and Teamwork.
- Establish effective and positive working relationships setting a good example to others through personal and professional conduct liaising with the Trust.
- To ensure that the environment is appropriate for the age group, is enabling and stimulating, kept clean and well maintained, resources in room are accessible to all children to allow them to make their own choices
- To keep a reflective diary to evaluate and reflect on the way the room is run, the routine, any issues, any changes & any future plans. Encourage all staff to have an input
- To keep planning up to date. This should reflect the children's interests and have an area for all key workers to display their key group time plans. Use photos as evidence, quotes from the children, child's initials and an evaluation. Planning should include any upcoming celebrations or special events.



- To complete termly cohort assessments to give a clear overview of the children's development and use this to inform future planning and provision
- To update and produce weekly registers, emergency contact details, allergy/special requirements lists, learning journeys, labels and children's registration names
- To keep up to date with any changes in the EYFS and attend any training that you in consultation with the Assistant Principal believe will enhance the provision for your age group.
- To maintain high levels of well-being and involvement for the children within your room, reflecting the characteristics of effective learning and high quality EYFS provision.
- To liaise with the Assistant Headteacher and Senior Leaders to keep them informed of any issues, plans, requirements or problems you may have.
- To be in charge of effective staff deployment and ensure that ratios are adhered to at all times. To plan staff lunch breaks and request cover if necessary, giving enough time for Senior Leaders to arrange this. Ensure that staff are keeping daily records and are giving feedback to each parent at the end of their child's session. To report any issues regarding staff to your line manager, Headteacher or Designated Safeguarding Lead as appropriate.
- To carry out adhoc supervisions with staff if any issues arise, record and report to Senior Leaders. To have input into formal staff supervisions with the designated Senior Leader.
- To liaise with Assistant Principal, to carry out stock checks and raise requisition forms for any resources (including health & hygiene) that need replenishing or replacing. To have regular liaison with the Finance Manager around current funding forms, requirements and updating of the BCP Council online portal.
- To liaise with the Data Manager around census returns and admissions requirements, collaborating to update admission forms as required
- To welcome, plan induction and support any new staff or children into your room.
- Ensure inclusive practice underpins the provision in the room for all children and put strategies in place for any children who are struggling to settle in.
- To follow policies and procedures as set out by the trust and Department for Education

Key Decision Making Areas in the Role

- Development of individual - assess progress and refer concerns regarding children / pupils to a senior member of staff



- Resources - identify and withdraw potentially dangerous toys and equipment and report to a senior member of staff
- First Aid - take remedial action ensuring a trained first aider deals with accidents

Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

- To ensure that resources and hygiene/cleaning requisitions remain within allocated budgets
- No. of children in nursery – ratio of children to adults is managed by Room Leader (or Assistant Headteacher in their absence)

PERSON SPECIFICATION

Essential	Desirable	Method of Assessment
-----------	-----------	----------------------



<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none">• Previous experience of caring for, or working with children aged 0-5• An understanding of the Early Learning Goals• Excellent knowledge of child development and EYFS• Knowledge of the National Standards for the regulation of Childcare provision• A commitment to the provision of high quality childcare• Experience of working with children with SEN• A positive approach to learning and gaining new skills through teamwork and training opportunities	<ul style="list-style-type: none">• Interest in the care, learning and development of young children• Experience of collating evidence to support EHCP application• Experience of managing a small team in a similar role• Awareness of statutory guidance, including 'Keeping Children Safe in Education'	<p>Application form Interview References</p>
<p>Personal qualities</p> <ul style="list-style-type: none">• Good organisational, record keeping and planning skills• Punctuality• Excellent communication skills, with children, colleagues, advisors, professionals and parents/carers• Excellent leadership skills• Creativity• Patience• Empathy with children, colleagues and parents/carers• Reliability and trustworthiness• A positive approach to inclusive practice, with children and colleagues• Enthusiasm for working with young children	<ul style="list-style-type: none">• Flexibility – occasionally working hours might be changed, e.g. if the setting hosts a Parent's Evening• Able to work in and lead small teams	<p>Application form Interview References</p>



<p>Qualifications</p> <ul style="list-style-type: none">• 5 GCSE's with a minimum grade C or 4 or above in English and Mathematics, or equivalent qualifications or relevant experience• Completion of a recognised Level 3 Childcare qualification, e.g. Level 3 Certificate for the Children & Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development – or be working towards completion• A positive approach to gaining further qualifications• An understanding of the importance of Health & Safety and Food Hygiene in the workplace	<ul style="list-style-type: none">• Completion of a recognised Level 3 Childcare qualification, e.g. Level 3 Diploma for the Children & Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development – or be working towards completion.• Completion of Safeguarding Awareness course• Health & Safety certificate• Paediatric First Aid certificate• Completion of other relevant courses• Completion of a recognised SEND qualification	<p>Application form Certificates References</p>
<p>Other Factors</p> <ul style="list-style-type: none">• A flexible and adaptable approach• Willingness to continue, maintain and encourage professional development• Commitment to Equal Opportunities• Enhanced Disclosure and Barring Service Check with children's barred list information		<p>Application form Interview References DBS checking and application process</p>