

Job Description



SALARY RANGE:	Scale 5/6
ACTUAL SALARY:	£27,009- £31,155 per annum
CONTRACT:	35 hours per week, All Year Round
REPORTS TO	Children's Centre Lead

PURPOSE OF THE POST

Under the overall direction and management of Children's Centre Lead and Teachers, implement high quality early years practice and provision to support all children to reach their full potential, particularly in the prime areas of learning and development across all centre services.

Scale 5: Take responsibility for an area of the curriculum, aspect of practice or area of development, which may change according to the developing needs and priorities of the centre, under the direction of senior management.

Scale 6: Take responsibility for leading and co-ordinating an area of the centre's service; Baby Room, Toddler Room or 3-5-year-old Nursery All Year-Round Provision. The potholder would be expected to

- Use evaluative tools to improve practice and measure impact
- Report on the service provided analysing available data as appropriate
- Direct and support staff
- Maintain effective systems for the smooth running of the service
- Provide advice and disseminate good practice

MAIN DUTIES

1. To take responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with completing child protection training at a level commensurate with role.
2. Through hands-on practice contribute to the development and maintenance of developmentally appropriate, child-centred, play-based provision for young children which provides the nurturing environment needed to promote children's emotional stability, independence, autonomy and creativity.
3. Foster positive relationships and close working links with the range of professionals in the children's centre in order to promote access to wider integrated services for all families and children and support a multi-disciplinary team around the child and family approach. This includes completing and using common assessment frameworks (CAF) and participating in Team around the Child (TAC) meetings where appropriate.
4. Develop and maintain a partnership with parents that value their contributions and involves them in their child's education, including support for the home learning

environment and for ensuring smooth transitions and continuity for the child and parents into, within and out of the setting.

5. Act as a key person for a defined group of individual children providing each child with continuity of care throughout the child's time at the setting, in partnership with their parent/carers:
 - Develop a loving and secure relationship with each key child.
 - Help each key child to become familiar with and confident in the setting.
 - Look after each key child's care and welfare needs e.g. dressing, toilet training, and eating, sleeping, being comforted.
 - Build trusted relationships with each key child's parents, ensuring there are regular opportunities to share information on the child's development at home and in the setting.
 - Support each child's individual learning journey through on-going observation, assessment and planning in partnership with parents/carers and other colleagues
 - Complete reviews of the key child, in partnership with multi-agency colleagues and parents/carers, as appropriate (e.g. at aged two, leaver's record).
6. Contribute to the development of appropriate positive behaviour strategies with children maintaining consistency in practice.
7. Attend and participate in relevant Continual Professional Development (CPD) events, share the knowledge and ideas gained with colleagues in the setting and lead on further development in this area if required.
8. Uphold the principles of good practice in inclusion and equal opportunities in all aspects of the role, supporting early identification and intervention strategies at all times
9. Contribute to the development and consistent use of systems for planning, observation, assessment and record-keeping
10. Contribute to the development of relevant policies and procedures.
11. Draw on the expertise of colleagues within the setting, and outside agencies to meet the needs of individual children
12. To attend and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.
13. Keep up to date with best early years practice, local and national policy contributing to the achievement of agreed service outcomes, and personal appraisal targets, as agreed by the line manager.
14. Scale 5: take responsibility for the development of a specific area of the curriculum or practice and report back to senior managers.
15. Scale 6: Take responsibility for leading and co-ordinating an area of the centre's service. The potholder would be expected to:
 - Use evaluative tools to improve practice and measure impact
 - Report on the service provided analysing available data as appropriate
 - Direct and support staff
 - Maintain effective systems for the smooth running of the service

- Provide advice and disseminate good practice

16. Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Head of Centre/Deputy and lead practitioner including working flexibly (eg. weekends and evenings).

17. To undertake other duties commensurate to the grade of the post.

18. Two weeks of the annual leave entitlement to be taken during the Centre closure period in summer (specific dates to be confirmed depending on Centre).

ADDITIONAL:

- Be aware of key school plans, policies and procedures, especially the School Priorities, Health and Safety Procedures and Child Protection Procedures.
- Behave professionally and in compliance with the Code of Conduct
- To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
- To achieve agreed service outcomes and outputs, and personal appraisal targets, as agreed by the line manager.
- To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.
- The post holder is expected to be committed to the Council's core values of public service, quality, equality and empowerment and to demonstrate this commitment in the way they carry out their duties.
- Ensure all the services within the area(s) of responsibility are provided in accordance with the Council's commitment to high quality service provision to users.
- Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation. In particular, respecting the confidentiality of pupil information and respond sensitively to pupils' needs.
- Carry out duties and responsibilities in accordance with the Council's Health and Safety Policy and relevant Health and Safety legislation.
- At all times carrying out responsibilities/duties within the framework of the Council's Dignity for all Policy. (Equal Opportunities Policy).
- Ensure the environment and resources are well managed and effectively deployed to the best possible effects contributing to maintaining a high-quality centre.
- Ensure legal, regulatory and policy compliance under GDPR, Health and Safety and in area of your specialism identifying opportunities and risks and escalating where appropriate. Contribute to the application of the appropriate steps to ensure the statutory safeguarding and welfare requirements are consistently maintained.
- Contribute to the safe handling and maintenance of centre resources, including and not explicit too ICT equipment.

PLEASE NOTE

This job description is a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment.

All staff at Ambler Primary School and Children's Centre are expected to accept reasonable flexibility in working arrangements, including undertaking duties commensurate with the scale of the post and duties normally allocated to posts at a lower scale.

Person Specification

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short-listing and interview process for this post.

You should demonstrate on your application form how you meet each of the following essential criteria. Please ensure that your address each one of the criteria as this will be used to assess your suitability for the post.

EDUCATION and EXPERIENCE		
E1	Minimum Level 3 qualification in childcare/early years practice with suitable practice placements (e.g. NNEB Certificate, NVQ Level 3 - Childcare/Early Years Care, BTEC Nationals in Childhood Studies or equivalent)	A/I
E2	Substantial post qualifying experience of working with children under 5 in an early year setting	A/I
E3	Educated to English GCSE (A-C) or equivalent or able to pass the Council's literacy tests	A/I/T
KNOWLEDGE, SKILLS and ABILITY		
E4	The ability to safeguard and promote the welfare of children, and provide a safe learning environment and recognize when a child is in danger or at risk of abuse	A/I/T
E5	Contributing to Early Help Assessments with a secure knowledge of child development, the importance of early identification and intervention including the range of factors that can inhibit children's learning and development and ability to act as lead professional	A/I/T
E6	Secure knowledge of early childhood development and the importance of early identification and intervention including the range of factors that can inhibit children's learning and development	A/I/T
E7	Ability to create a stimulating learning environment using knowledge and understanding of the national early years framework and the importance of play in young children's development and learning, including for children with SEND	A/I/T
E8	Ability to relate easily and communicate effectively with children aged birth to 5 using an understanding of the importance of the child's well-being with the ability to meet their physical and emotional needs. Including those with additional social, emotional or special education needs	A/I/T
E9	Demonstrate a knowledge of how to share information appropriately and safeguarding practice, policy and procedure and the ability to recognise when a child is in danger or at risk of abuse	A/I/T
E10	Demonstrate the ability to develop effective relationships with parent/carers and support them in promoting their children's learning and development in the home	A/I/T

E11	Demonstrate the ability to communicate effectively with multi-agency staff and to work as part of a team contributing to policy development and evaluation where appropriate	A/I/T
E12	Demonstrate a knowledge of current developments and issues in the education and care of young children, including those who are vulnerable or disadvantaged	A/I/T
E13	High level of written and verbal communication and interpersonal skills	A/I/T
E14	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software	A/I/T
E15	Demonstrate the ability to support and motivate colleagues in specific areas of practice, as required	A/I/T
ADDITIONAL REQUIREMENTS OF SCALE 6		
E16	Demonstrate the ability to lead, develop and support services and staff members.	A/I/T
E17	Demonstrate the ability to contribute to and analyse data identifying any future actions for development.	A/I/T
COMMITMENT TO EQUAL OPPORTUNITIES		
E18	Demonstrate the ability to adhere to the Council's Dignity for All policy	A/I/T
SPECIAL REQUIREMENTS OF THE POST		
E19	This post will require satisfactory clearance from an Enhanced Disclosure and Barring Service (DBS) check	✓
E = Essential		
*Assessed by: A= Application I= Interview T= Test		