

Job Description

Job Title: Room Leader / Senior Early Education Practitioner	Service Area: Early Education & Childcare
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EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately; communicating concerns to management.

Core Purpose of Job

To assist the Early Education and Childcare Manager and Deputies in ensuring the provision of high quality care and education for children at the setting.

Job Context

This post reports to the Manager. This post has supervisory responsibilities of staff working in their part of the setting and students, trainees or volunteers as required.

Key Tasks and Accountabilities:

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

1. To care for children and actively promote their development, health and well-being, welfare, safety and security.
2. To work in partnership with parents; acting in the best interests of the child at all times.
3. To engage, observe, assess, record and monitor children's social and emotional, physical, and intellectual development. Enabling independent learning, self-esteem and self-confidence in order to help children achieve their fullest potential.
4. To operate a keyworker system, working to meet the best interests of the children at the setting and through outreach work.
5. As a keyworker, to plan, record and evaluate each child's developmental needs and plan next steps to stimulate learning and support them in making progress.
6. To work in partnership with other staff at the setting, professionals, parents and carers to implement care and learning packages; to support children in the setting with additional needs.
7. To provide a wide range of indoor and outdoor play, care and educational activities and experiences for children appropriate to their age, stage of development, interests and abilities.
8. To work with staff, parents, carers, the children and relevant professionals to plan and record programmes of activities, themes and events, which will enrich the curriculum offered to children.
9. To develop, monitor and review the curriculum to continuously improve setting practice and children's learning. To organise outings and events that support the learning and development of children.

10. To display children's work to stimulate learning and exploration and with regard to the general preparation and care of the room.
11. To ensure that work plans and progress is communicated both to managers and other colleagues
12. To encourage children to express their views, make choices and decisions and to take children's views interests and individual needs into account in all aspects of their work.
13. To encourage the independence of each child at meal time, toileting and packing away and to encourage friendship between children.
14. To promote care and consideration between children and to others through positive behaviour management.
15. To encourage the acquisition and development of language and speech by all children.
16. To collect, safely store and share information with parents and carers and other staff as appropriate on children's development, learning interests and wishes; to give information and advice to parents, including termly parents at open evenings and to refer them on to other services and professionals as appropriate.
17. To work in partnership with parents and carers to assist them in the care and education of their children, at the setting and through outreach.
18. To involve parents and carers in service delivery and development plans and activities.
19. To assist with training and education for parents and carers.
20. To work to ensure that day-care practice at the setting promotes and supports each child's abilities, interests and wishes in a way that integrates care, education and health; promotes inclusion and values and reflects children's diverse cultures, languages, backgrounds, home situations and family structures.
21. To promote positive images of children and adults and work in an anti-discriminatory, inclusive way.
22. To keep records and write reports as required.
23. To regularly attend staff meetings, supervision and training as required. To be proactive in contributing discussion points and improve practice.
24. To work to and contribute to the development of the setting's policies and procedures, especially those concerning the care and education of children.
25. To contribute to the monitoring, evaluation and development of the setting's services to children and families.
26. To set up, prepare and clear away after meals, activities and rest periods, this will include moving light furniture and equipment and cleaning/wiping down surfaces, care and maintenance of resources. Carrying out daily risk assessments and additional checks as required.
27. To be aware of the physical safety and well being of the children and to record all accidents to children or self in the accident book and to administer basic first aid and comfort children for minor injuries.
28. To ensure that all children are clean and well cared for including changing nappies and keeping appropriate information in relation to this & that other staff also follow these requirements.
29. To prepare snacks and light meals such as breakfast and at tea time and carry out associated tasks in line with standards, policies and procedures.
30. To administer prescribed medicines to children and keep appropriate records in line with policies and procedures
31. To report and record any physical or emotional problems or other concerns according to the setting's agreed policies and procedures.
32. To comply with policies and procedures and best practice guidelines issued.
33. To be aware of child protection and safeguarding and ensure the physical safety and well being of the children.
34. To attend case conferences, court hearings and review meetings if required.
35. To work with and help implement the recommendations of other professionals working with the children using the setting. For example, by assisting children on a one-to-one basis to carry out exercises recommended by a Speech & Language Therapist.
36. To refer children to the SENCO for consideration of specialist services.
37. To liaise with other providers of services to child and families in the local area and beyond as necessary and appropriate.

38. To supervise and train setting staff, trainees, students and volunteers as required.
39. To provide information and respond to inquiries about the setting; to help promote and publicise the work of the nursery.
40. To induct new staff into policies, procedures, methods, standards and practices at the setting.
41. To work with parents & staff in connection with new admissions, problems arising and children not collected at the end of the day.
42. To accept advice and guidance from senior staff.
43. To promote a learning culture both through work with children and families and through being a reflective practitioner.
44. To be a role model for Early Education Practitioners and ensure duties are carried out to the highest professional standards.
45. Such other duties, within the competence of the post holder, which may be required reasonably, from time to time.

Personal Specification

Job Title: Room Leader / Senior Early Education Practitioner	Service Area: Early Education
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IMPORTANT INFORMATION FOR APPLICANTS	
The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.	
CRITERIA	
KNOWLEDGE:	
<ul style="list-style-type: none"> • Committed to partnership with parents and carers and to anti-discriminatory, inclusive practice • Sound knowledge of caring for the under fives; including knowledge of the special needs of children with disabilities and the ability to identify children at risk • Knowledge and understanding of the issues raised by the Children Act (1989) • Awareness and commitment to Equal Opportunities • Understanding of and ability to apply policy and procedures in relation to the running of a high quality setting • Knowledge of the Early Years Foundation Stage 	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview Application form/Interview</p> <p>Application form/Interview/Test</p>
EXPERIENCE	
<ul style="list-style-type: none"> • Experience of group work with under eight's in a multi-cultural community • Experience of working with disabled children, children in need and children with special educational needs • Experience of working with parents and carers • Experience of working with a range of different professionals and agencies 	<p>Application form/Interview/Test</p> <p>Application form/Interview</p> <p>Application form/Interview Application form/Interview</p>
SKILLS AND ABILITIES:	
<ul style="list-style-type: none"> • Ability to carry out basic care of children and to keep the setting's rooms and equipment clean, tidy and in order whilst remaining responsive to the children and maintaining their well-being as a priority • Ability to work confidently with parents and carers and a range of different professionals • Ability to reflect on own practice • Ability to devise and record stimulating and appropriate programme of activities and experiences for children • Good literacy and numeracy skills and ability to prepare reports • Ability to work on own initiative and to know when to seek help, or refer onto others • Ability to undertake a variety of tasks during a working day, to work with children of differing ages, stages and 	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview Application form/Interview</p> <p>Application form/Test</p> <p>Application form/Interview</p> <p>Application form/Interview/Test</p>

<p>abilities in different situations, alongside other staff, parents/carers, students, trainees and volunteers.</p> <ul style="list-style-type: none"> • Ability to build relationships with children and to liaise closely with and support parents and carers • Ability to communicate with staff, other agencies, parents and the local community to positively promote the setting • Ability to devise interesting and developmental activities for children, to identify unmet needs and possible remedies • Ability to recognise the needs of small children and the implications of living and working in a multi-cultural environment • Ability to work flexibly including shifts on a rota basis • Ability to undertake outreach work • Ability to work under pressure, prioritise tasks and use own initiative and supervise staff • Fit enough to carry out normal childcare tasks and to lift children and light furniture and equipment 	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview/Test</p> <p>Application form/Interview</p> <p>Application form/Interview Application form/Interview Application form/Interview</p> <p>OH Assessment</p>
<p>PERSONAL STYLE AND BEHAVIOUR</p> <ul style="list-style-type: none"> • Ability to communicate effectively with children and adults • Ability to work both as part of a team and independently • Ability to establish good relationships with children, staff and parents / carers 	<p>Application Form/Interview</p> <p>Application Form/Interview Application Form/Interview</p>
<p>QUALIFICATIONS:</p> <ul style="list-style-type: none"> • Recognised childcare qualification (including NNEB, B/TEC CC, CSS (Childcare and NVQ Childcare and Education Level 3) • Paediatric First Aid • Food Hygiene Training 	<p>Application form/Documentation</p>
<p>OTHER SPECIAL REQUIREMENTS</p> <ul style="list-style-type: none"> • Willingness to work out of hours • Willingness to take on further training as required / identified • This post is also subject to an enhanced DBS check and Childcare Disqualification Disclosure 	<p>Application Form/Interview Application Form/Interview</p> <p>Satisfactory clearance required at conditional offer stage</p>