



JOB DESCRIPTION

POST TITLE:	Senior Early Years Nursery Education Worker
GRADE:	Scale 5 – 6
DEPARTMENT	Children's Services
DIVISION / UNIT	Learning and Schools/ Early Years and Childcare
REPORTS TO:	Head of Centre/Deputy Head of Centre
MANAGES/SUPERVISES:	n/a

PRIMARY JOB FUNCTION

Under the overall direction and management of the Head of Centre, Deputy and lead practitioner, to 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 services, under the direction of senior management.

DUTIES AND RESPONSIBILITIES

1. To take responsibility for promoting and safeguarding the welfare of children in your care and those you come into contact with.
2. To undertake child protection training at a level commensurate with role.
3. 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.
4. 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.

5. 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.
 6. 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).
 7. Develop and maintain appropriate positive behaviour strategies with children.
 8. Attend and participate in relevant CPD, share the knowledge and ideas gained with colleagues in the setting and lead on further development in this area if required.
 9. 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.
 10. Contribute to the development and consistent use of systems for planning, observation, assessment and record-keeping
 11. Contribute to the development of relevant policies and procedures.
 12. Draw on the expertise of colleagues within the setting, and outside agencies to meet the needs of individual children
 13. Keep up to date with best early years practice, local and national policy
 14. **Scale 5:** take responsibility for the development of a specific area of the curriculum or practice and report back to senior managers.
Scale 6: Take responsibility for leading and co-ordinating an area of the centre's service. The postholder would be expected to
 - Use evaluative tools to improve practice and measure impact
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- 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

15. 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).

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

ADDITIONAL:

- 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.
- 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).

Post holder Declaration

Name:	
Signed:	
Date:	



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.

Department: People		Division/Unit: Learning and Schools/Early Years and Childcare
Post Title: Senior Early Years Nursery Education Worker		Grade: Scale 5-6
REQUIREMENTS		
EDUCATION and EXPERIENCE		A/I/T*
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
E2	Substantial post qualifying experience of working with children under 5 in an early years setting	A
E3	Educated to English GCSE (A-C) or equivalent or able to pass the Council's literacy tests	A/T
KNOWLEDGE, SKILLS and ABILITY		
E4	Demonstrate the ability to safeguard and promote the welfare of children, and provide a safe learning environment and recognise when a child is in danger or at risk of abuse.	A/I/T
E5	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
E6	Knowledge and understanding of the national early years framework and the importance of play in young children's development and learning	A/I
E7	Demonstrate the ability to promote and create a stimulating learning environment that promote all aspects of children's learning and development, including for children with SEND, through a range of effective strategies	A/I/T
E8	Knowledge and an understanding of the importance of the child's well-being and ability to meet the physical and emotional needs of young children. Including those with additional social, emotional or special education needs.	A/I
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
E10	Demonstrate the ability to effectively contribute and support staff with the observation, assessment, tracking and planning systems in place.	A/I
E11	Demonstrate the ability to relate easily and communicate effectively with children	A/I

	aged birth to 5, listening and responding sensitively.	
E12	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
E13	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
E14	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
E15	High level of written and verbal communication and interpersonal skills	A/I/T
E16	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	A/I/T
E17	Demonstrate the ability to support and motivate colleagues in specific areas of practice, as required.	A/I/T
E18	An understanding of the process of the common assessment framework and ability to act as lead professional	A/I/T
Scale 6		
E19	Demonstrate the ability to analyse data and identify future actions for development.	A/I/T
E20	Demonstrate the ability to lead, develop and support staff and services.	A/I/T
COMMITMENT TO EQUAL OPPORTUNITIES		
E21	Ability to adhere to the Council's Dignity for All policy.	A/I
SPECIAL REQUIREMENTS OF POST		
E22	This post requires DBS (Disclosure and Barring Service) clearance	
E= Essential		
*Assessed by: A= Application I= Interview T= Test		