

# Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have. Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

## Job details

Job title: **Daycare Leads (Level 4)**

Directorate: Children's Centre at Tyssen

Reporting to: Children's Centre Early Years Lead

Grade: SO2

## Job description

Purpose of the post:

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Under the direction of the Children's Centre Early Years Lead
- Plan, prepare and deliver learning activities for individuals, groups or whole class
- Monitor and assess pupils and recording and reporting their progress. Additionally, taking individual responsibility for keyworker role development or children's centre policy development in a specific area. Key consideration is knowing when to escalate matters.
- To support the senior management team, taking a leading role in Centre improvement and managing a team of play workers and nursery officers in the breakfast and after school.
- To help to promote understanding of the aims of the Centre among the children, their families and the wider community, supporting its development as a community resource.

Main duties and responsibilities:

### **Supervision and Management:**

- Oversee and manage a small team of Play workers and Early Years Educators.
- Oversee day to day activities, allocating work and ensuring the quality of provision and practice.  
Motivate, induct, and assess training needs and assisting in the recruitment new members of the team.
- Identify any performance issues and reporting them to the Head of Centre.
- Ensure staff operate good practice through monitoring and feedback to individuals together with reporting back to the Head of Centre.
- To ensure that all team members take responsibility for the organisation and preparation of a range of appropriate activities that reflect the Centre's curriculum.
- To promote staff development within the context of the Equal Opportunities Policy.

### **Senior Management Team:**

- Represent the Centre at external meetings as required.
- Compile written records for an allocated group of children by observing, assessing and recording their progress and provide detailed feedback and work in partnership with

members of the children's families.

- Provide regular and detailed reports to the Head of Centre.
- Be aware of report writing and policy review in line with OFSTED requirements

### **Day Care Provision:**

- To support the quality and development of the day care provision
- To assist the Head of Centre to lead the Centres self evaluation process to identify good outcomes and gaps for children and families against identified targets
- Be the responsible person for day care provision in the absence of the Head of Centre and Children's Centre Early Years Lead which normally will be during breakfast, after school and during holiday breaks.
- Ensure that Ofsted regulations and procedures are strictly adhered to by all staff under supervision by this post.
- Develop, plan and implement new provisions for example setting up a holiday play-scheme.
- Create an attractive and stimulating learning environment and lead others in developing and maintaining it.
- Work with others to meet the centre targets in relation to full occupancy in the day care element of the children's centre.
- To provide cover across the nursery to maintain child/adult ratio's.
- Offer advice and guidance and resolving any issues in the absence of the Head of Centre or Children's Centre Early Years Lead.
- Support the decision maker on day to day matters as appropriate, but particularly in the absence of the Head of Centre or Children's Centre Early Years Lead.
- Ensure the needs of all children are met and the appropriate support is in place in the out of school provision, with particular regard towards children with complex needs.

### **Support for Children:**

- Working in partnership with the class Children's Centre Early Years Lead and colleagues, in order to support, challenge and extend the children's learning
- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEPs).
- Prepare of the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the Children's Centre Early Years Lead.
- To provide a culturally sensitive environment and ensure educational and developmental opportunities for children reflect their racial and cultural origins and promotes self-esteem.
- To ensure that children with special educational needs in collaboration with the Children's Centre Early Years Lead, room leaders and head of centre have access to a broad and balanced curriculum, ensuring that appropriate individual educational plans are in place and advising and supporting other practitioners in the setting.
- Support children who are identified as having Special Educational Needs (SEN) or English as an Additional Language (EAL), by organising the implementation of IEPs set by other professionals.
- Accompany children on outside activities (eg. educational visits, etc.).

- Encourage the children's development, independence, self-reliance, initiative and problem-solving skills.
- Observe children's activities and contributing to their written records.
- Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- To foster and develop good relationships with parents and carers and ensure that planning for their children is in partnership with them, and to be responsible for ensuring that parents are welcome in the centre.

### **Keyworking:**

- Oversee the introduction and settling in process for children and families into the school/centre, including initial home visit with parent, giving initial information on school/centre policies.
- Take responsibility in planning, tracking and evaluating.
- Set individual targets and monitoring progress.
- Carry out a full record keeping programme for each child according to school/centre policy.
- Be the first contact for key parents.
- Set targets and review IEPs, in collaboration with the Special Educational Needs Co-ordinator (SENCO).
- Initiate and implement IEPs through regular liaison with staff.
- Registration of the children.
- Liaise with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).
- Support and include children with SEN and to attend case conferences and reviews with Children's Centre Early Years Lead as appropriate.

### **Safeguarding, health, safety and welfare of the children:**

- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
- To implement the Early Years Service Child Protection Procedures for identifying children in need of protection. Liaise with social care officers and prepare or assist with the preparation of observation reports for core or TAC meetings.
- Maintain high standards of hygiene.
- Attend to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.
- Accompany children to hospital in an emergency if required.
- Liaise with other professional staff for example Health Visitors, Educational, Psychologists, Social Workers, Speech Therapists involved with children and their families.
- Be aware of and meet the specific needs of children for whom English is not their first language.

### **Personal care:**

- Dress and undress children whenever necessary throughout the day including during arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Feed children unable to feed themselves at lunchtime and supervise drinks at breaks,

liaising with the other professionals (e.g. Speech Therapist), where necessary.

- Move and handle children, where necessary, following Health and Safety guidelines.
- Under guidance, assist individual children with their mobility and independence. Training children in the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
- Toilet children, with assistance from colleagues where it has been assessed that more than one member of staff is required. Occasionally, changing incontinent children who have soiled, with help from colleagues.
- Attend in-service training, participating job reviews/appraisals in line with centre, school and LEA procedures.

### **Acting as mentor or adviser:**

- Take responsibility for work experience students and for direct reports acting as mentor and adviser.
- Work with the Children's Centre Early Years Lead and Head of Centre in the supervision and assessment of students working for NVQ level 3 or childcare qualifications.
- Inducting, training and mentoring less experienced staff.

### **Extending own skills and knowledge:**

- Attend in-service training, participating job reviews/appraisals in line with centre, school and LEA procedures.
- The knowledge and application of specialist techniques such as: Makaton signing, Picture Exchange, Restraint.
- Keep up to date with developments in Early Childhood Education.
- This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

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General requirements:

- An above average level of emotional stress can be incurred due to exposure to pupils with traumatic, degenerative, terminal conditions.

Job title:

**Early Years Educator (Level 4)**

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	✓	✓
1. NVQ Level 4 qualification or equivalent in Early Years or Childcare	✓	
2.		
3.		
4.		
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<b>Experience</b>	✓	✓
5. Working with or caring for children at Foundation Stage, including those who may have special needs.	✓	
6. <u>Significant</u> experience in this role, ideally in a variety of early years settings.	✓	
7. Recent relevant experience of working in an integrated care and education setting with a 0 – 8 play provision.	✓	
8. Experience of working as a key worker for a group of children and their families.	✓	
<b>Knowledge</b>	✓	✓
9. A sound understanding of early childhood development and learning.	✓	
10. Completion of an Induction Programme.	✓	
11. Training in the relevant learning strategies.	✓	
12. First aid training and food hygiene training is desirable.	✓	
13. Understanding of relevant polices/codes of practice and awareness of relevant legislation.	✓	
14. Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.	✓	
15. Knowledge of specialist techniques such as: Makaton signing, Picture Exchange, and Restraint.	✓	
16. Good working knowledge of Ofsted Daycare standards and requirements.	✓	
17. Understanding of Healthy Schools initiative and Every Child Matters framework.	✓	
18. An understanding of Child Protection / Safeguarding issues and procedures.	✓	

Skills		
19. Good numeracy and literacy skills.	✓	✓
20. Effective use of ICT to support learning.	✓	
21. Use of other equipment technology.	✓	
22. Ability to foster good relationships with staff, children, parent/carer and other adults.	✓	
23. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
24. Ability to write detailed reports.	✓	
25. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these to achieve a good quality curriculum for the centre	✓	
26. Ability / experience of undertaking individual assignments above routine Early Years Educator work.	✓	
27. Ability to provide management cover	✓	
28. Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality.	✓	
29. High level of initiative and creativity.	✓	
30. Ability to plan, devise and develop systems of work.	✓	
31. Displays commitment to the protection and safeguarding of children and young people.	✓	