



Minik Kardes at Factory Children's Centre Early Years Teacher

REPORTS TO: Head of Centre/Head of Nursery

MANAGES AND SUPERVISES: Early Years Practitioners/Room Leads

PRIMARY JOB FUNCTION

To assist, under the overall direction of senior management to implement the early years foundation stage curriculum for all children within the nursery. The development of the under-fives curriculum, and, in drafting written curriculum policies and monitoring their effect, to ensure that good practice is developed and sustained.

- Contribute to the line management arrangements of practitioners including one-to-one supervision and appraisal of not more than 6 staff members (although open to negotiation).
- Through hands-on practice, lead and be accountable for high quality practice and provision for babies and children which supports them to reach their full potential, particularly in the prime areas of learning and development to ensure continuity of the EYFS curriculum.
- Identify children in need of additional support to meet age-related outcomes and support the implementation of a range of intervention and support strategies. To develop the role of assistant SENCO. To lead on specific meetings as coordinated with the Head of Nursery.

DUTIES AND RESPONSIBILITIES

1. Have a sound knowledge and understanding of and uphold safeguarding procedures and strategies ensuring that all children in your care or who you come into contact with are safeguarded and appropriately supervised at all times.
2. To support the development of partnership with parents/carers to ensure that Minik Kardes' policy on the involvement of parents in the education of their children is implemented.

3. Building trusted relationships with each child's parents, ensuring there are regular opportunities to share information on the child's development from home and in the setting.
4. Helping each key person and their child to become familiar with the setting and confident within the setting.
5. Supporting the key person to develop their key children's independence; e.g toilet training; handwashing, self feeding.
6. Supervise the Key person to ensure high quality reviews of the key child, in partnership with multi-agency colleagues and parents/carers, as appropriate (eg. at aged two; Transition reports).
7. Support a culture of reflection through continuous review of teaching activities and educational programmes which leads to actions for improvement that impact on improving outcomes for children.
8. To effectively lead and co-ordinate the nursery practitioners based in the nursery room and contribute to the day-to-day management and deployment of staff across the centre
9. Contribute to developing 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. Attend Meetings where appropriate.
10. Act as a role model for other practitioners in developing and maintaining partnership with parents that values their contributions and involves them in their child's education, including support for the home learning environment and ensuring smooth transitions and continuity for the child and parents into, within and out of the setting.
11. Demonstrate and model the positive values, attitudes and behaviours expected of children.
12. Where appropriate, lead in-service training and advise on individual CPD opportunities for other members of staff.
13. Uphold the principles of and model good practice in inclusion and equal opportunities in all aspects of the role, supporting early identification and intervention strategies at all times and assisting the Head of nursery in the role of SENDCO.
14. Contribute to the development and review of relevant policies and procedures.
15. Keep up to date with best early years practice, local and national policy, in order to disseminate to colleagues in the setting.

16. Lead on the use of evaluative tools and analysis of data to measure impact and produce reports as appropriate.
17. Set high expectations which inspire, motivate and challenge all children through a holistic approach for play, learning and development.
18. To ensure that all children are shown respect for their languages, religions and cultures.
19. To ensure that the activities and resources offered are inclusive to all children.
20. Through hands-on practice to create and maintain, with the assistance of other workers, a stimulating, well-resourced and welcoming environment, both indoors and outdoors, to support children's growing independence and co-operation.
21. To undertake regular Safeguarding training at a level commensurate with the role.
22. Together with the staff, to support the development of the Centre as a community resource.
23. To develop and maintain good relationships with other local under fives facilities, including schools and voluntary organisations.
24. To be responsible, as part of team, for the monitoring and support of children who are subject to inter-agency child protection plans in accordance with the Children Act 1989 and the Council's child protection procedures.
25. To work, with the Head and staff, to ensure that the Centre is appropriately resourced to meet the needs and interests of children from birth to 5 years.
26. To be a mentor for students on placement at the Centre and, where appropriate, to encourage their participation in planning and developing activities with the children
27. Undertake other minor and/or non-recurring duties appropriate to this post as directed by senior management including flexible working (i.e. weekends and evenings).
28. To undertake other duties commensurate to the grade of the post.

CONFIDENTIALITY

The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when giving or receiving information, which could be confidential.

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
- To be committed to the core values of Minik Kardes - quality, equality and empowerment and to demonstrate this commitment in the way duties are carried out.
- To ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.
- Use and assist others to use information technology systems to carry out duties in the most efficient and effective manner
- To carry out duties and responsibilities in accordance with the Health and Safety Policy and relevant Health and Safety legislation.
- At all times to carry out responsibilities/duties within the framework of the organisations 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 shortlisting 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.

Requirements		
Education and Experience		
E1	Qualified teacher status with an Early Years specialism. Early Years Teacher (EYT) status including GCSE Grade C (or equivalent) or above in English and Maths.	A/I
E2	Substantial successful experience of working within an Early Years setting in a diverse community, including with children from birth to five.	A/I/T
E3	Experience of supervising and managing staff	A/I/T
Knowledge Skills and Abilities		
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
E5	Awareness of an appropriate curriculum for children 0 - 5 years particularly in terms of play, language and literacy development, personal and social and emotional development, mathematical and technological understanding and creative and physical development.	A/I/T
E6	<i>Demonstrate the ability to lead in the development of curriculum policies at the direction of the Head of Centre and monitor implementation.</i>	A/I
E7	<i>Ability to ensure that children with special educational needs gain full access to the curriculum in line with the 2014 SEND code of practice.</i>	A/I/T
E8	<i>Ability to work as part of a multi-disciplinary team to support children and families.</i>	A/I/T
E9	<i>Demonstrate the ability to set high expectations which inspire, motivate and challenge all children</i>	A/I/T
E10	An awareness of the importance of carrying out effective observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum.	A/I/T
E11	Demonstrate good knowledge of early learning and EYFS.	A/I/T
E12	Proven ability to plan education and care taking account of the needs of all children.	A/I/T
E13	Demonstrate the ability to adapt education and care to respond to the strengths and needs of all children.	A/I/T
E14	Proven ability to make accurate and productive use of assessment.	A/I/T
E15	Demonstrate the ability to safeguard and promote the welfare of children, and provide a safe learning environment	A/I/T
E16	Demonstrate the ability to plan and provide a range and variety of appropriate activities and opportunities to enable children to make progress	A/I/T

	in learning.	
E17	Demonstrate the ability to work with parents and carers and involve them in their children's learning and the life of the Centre.	A/I
E18	Understanding of the importance of appropriate information sharing and confidentiality in supporting children's and families well-being.	A/I/T
E19	High level of written and oral communication and inter-personal skills.	A/I/T
E20	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software	A/I/T
COMMITMENT TO EQUAL OPPORTUNITIES		
E21	Ability to adhere to Minik Kardes equality policies	A/I/T
SPECIAL REQUIREMENTS OF THE POST		
E22	This post requires DBS (Disclosure and Barring Service) clearance	
	E = Essential	
	Assessment A= Application I=Interview T=Test	